DOCUMENT RESUME

ED 146 120 SP 011 438

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TITLE Preservice Teacher Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 77
CONTRACT OEC-0-74-9279
NOTE 389p.; Some tables are marginally legible due to small type

EDRS PRICE MF-$0.83 HC-$20.75 Plus Postage.
DESCRIPTORS Bilingual Education; *Curriculum Design; Decision Making; *Educational Assessment; Educational Finance; Educational Innovation; *Educational Objectives; Governance; Minority Group Teachers; *Preservice Education; Program Design; *School Surveys; Student Attitudes; Systems Analysis; Teacher Attitudes; Teacher Characteristics; *Teacher Education; Teacher Educators; Teacher Evaluation

ABSTRACT

This is a report on a survey of the heads of education units, faculty, and students in United States higher education institutions that prepare teachers. Questionnaires were sent to administrative officials of teacher education institutions, faculty of these institutions, and students. The size of the selected schools ranged from small colleges to large universities. The body of the report deals specifically with the characteristics of institutions, programs, and students and presents speculation on potential future directions in teacher education. The design segment of the study commenced with a needs survey, during which more than one-hundred policy makers in education were interviewed to determine what they believed to be the major data needs and issues in preservice teacher education. In addition, a series of position papers on major dimensions of preservice education was created. These include: (1) the structure and content of teacher preparation programs, which deals with the issues surrounding the curricula at schools, colleges, and/or departments of education; (2) the characteristics of faculty and students in teacher preparation programs, which outlines the descriptive as well as value and attitudinal information important to the survey; (3) governance and decision-making processes in institutions that prepare teachers, which describes the major decisions made within teacher preparation programs and the institutional forces that impact on these decisions; (4) cost and financing, which explores the current sources of revenue and expenditures, and the implication of these for the financial viability of programs. Questionnaires and responses are appended. (JD)

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ED146120

PRESERVICE TEACHER EDUCATION

Report of a Survey of the
Heads of Education Units, Faculty,
And Students in United States
Higher Education Institutions
Which Prepare Teachers

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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With Special Attention to:

- Program Response to Radical Change
- Minority Education and the Education of the Poor
- Bilingual Education

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SP011 438

Palo Alto, Ca.
1977

This report is presented to Lewin and Associates of Washington, D.C. in fulfillment of a subcontract with Bruce Joyce to report the data of the survey in terms of the following topics:

Program Response to Radical Change

Inservice Education

Minority Education

Training Teachers to Work with Disadvantaged Students

Preservice Teacher Training for Bilingual Students

ACKNOWLEDGMENTS

The authors of this report acknowledge the assistance of:

- Nicholas Staybrook
- Penny Jordan
- Elinore Brown
- Kathleen McNair
- Robert Bush

They are also indebted to a large number of teacher educators, including:

- William Smith
- Robert Houston
- Joel Burdin
- Richard Brandt
- Carl Weinberg
- Gary Funstermacher
- Allen Schmieder

This report represents the product of a subcontract with Lewin and Associates, Inc. as part of their Contract OEC-0-74-9279 with DHEW/USOE.

The contents do not necessarily reflect the opinion of the U.S. Office of Education or its contractor.

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CHAPTER ONE

THE STUDY DESIGN

In 1974 the National Center for Education Statistics contracted with Lewin and Associates of Washington, D.C. and the Evaluation Research Center at the University of Virginia[1] to develop a design for the study of preservice teacher education. This "design-study" was eventually modified to become a full-scale survey which was conducted during the fall of 1975 and the spring of 1976. The project, thus, consisted of a period devoted to design followed by a large-scale survey.

Needs Survey

The design segment of the study commenced with a "needs survey" during which more than one hundred policy makers in education were interviewed to determine what they believed to be the major data needs and issues in preservice teacher education.[2]

Position Papers

In addition, the staff at the University of Virginia[3] created a series of position papers on major dimensions of preservice education. These include:

I. The Structure and Content of Teacher Preparation Programs: deals with the issues surrounding the curricula at Schools, Colleges and/or Departments of Education.

II. The Characteristics of Faculty and Students in Teacher Preparation Programs: which outlines the descriptive as well as value and attitudinal information important to the Survey.

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(1) Due to the death of Malcolm Provus, the Stanford Center for Research and Development in Teaching became involved in the project in March, 1975.

(2) Ted Andrews and Brenda Bryant, State Education Department User Needs Interviews, Spring, 1976.

(3) Principally Dr. Frank Morra

III. Governance and Decision-Making Processes in Institutions Which Prepare Teachers: which describes the major decisions made within teacher preparation programs and the institutional forces which impact on these decisions.

IV. Cost and Financing: which explores the current sources of revenue and expenditures of SCDES and the implication of these for the financial viability of programs.

Item Pool

The position papers and the results of the interviews were analyzed into categories of major data needs and issues. These in turn were interpreted into an "item pool" consisting of more than 500 questions which might be asked of persons in various aspects of the preservice teacher education process.(4)

Questionnaires: Informants

A multiple-informant design was selected in order to insure that the perceptions of various categories of participants in preservice education would be sampled. The sample included:

1) Administrative officials of preservice teacher education institutions.

Since programs within institutions may differ, two questionnaires were designed for each institution. One (called Institution I) was designed to collect information about the general practices in Preservice Teacher Education in the institution. The second, (Institution II), was designed to collect information about particular programs within each institution. Each institution received one Institution I Questionnaire and as many Institution II questionnaires as it had programs.

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(4) Frank Morra, "Item Pool for Preservice Education." Unpublished paper. Stanford Center for Research and Development in Teaching, 1975.

2) Faculty - Since faculty are the primary agents of preservice teacher education, it was decided that two faculty would be randomly selected from each institution to complete questionnaires describing their characteristics and probing various aspects of the preservice process and structure.

3) Students are the clients of preservice teacher education and were sampled to determine their perception of their characteristics and the teacher education process that they are undergoing. Fifteen students from each institution were randomly selected to be the recipients of the questionnaires.

The Questionnaires were designed to encompass the issues generated during the needs survey, the literature review and the development of the position papers. Each of the categories of respondents, i.e. institutional representatives, faculty, and students, were given questionnaires designed to collect data about each of the following dimensions of preservice teacher education.

1) Costs and Finance In the case of institutional representatives, the general structure of finance was examined, whereas in the case of faculty and students more specific aspects of financing problems were explored.

2) Program Structure and Variation This aspect of the questionnaires was designed to determine the educational philosophy which structure the programs, the kinds of courses and other

experience which are included, and the preparation that students reserve on the areas of special education and the education of the economically disadvantaged.

3) Clinical Experiences These questions examined the structure of the experiences in schools which were generated by the programs. This part of the questionnaire was designed to provide a picture of variation in clinical experiences within and across institutions, including the types of school districts which are involved, the nature of pupils who were experienced in the clinical process, and the types of clinical training and supervision which occur.

4) Innovations This dimension of the questionnaires was designed to determine the extent to which innovations have been incorporated in the preservice education process. Products of federally-funded research and development efforts received special attention in the questionnaires.

5) Inservice Teacher Education This aspect of the questionnaires probed the extent to which university faculty and offerings are made available to assist inservice teachers and administrators. Questions included the allotment of resources and types of program structures which have been generated to meet that need.

6) Supply and Demand of Preservice Teachers These aspects of the questionnaires were designed to determine the numbers and specialities of persons who are presently in training. For example, estimates of the incoming supply of teachers can be made. In addition, motivations of students for continuing in

teacher preparation were probed, as were the types of counseling which students received to help them decide whether preparation in education will be beneficial to them. Students were asked about their intention to teach and whether they were considering alternative fields.

THE SAMPLING PLAN

The study employed a random sample of 240 institutions stratified according to these variables:

A. Type of Institution: Using the Carnegie Commission on Higher Education's Classified List of Institutions, schools were classified as:

- Universities
- Comprehensive Colleges
- Liberal Arts Institutions

B. Control of Institution: Public or private.

C. Production of Degrees in Education: The number of bachelor degrees granted with a major in education was taken as an index of the institution's size with respect to the production of teachers. Data were obtained from the EDSTAT system (operated by NCES); three classified were used:

Small:	0-100 B.Ed.'s
Medium:	101-500 B. Ed.'s
Large:	Over 500 B. Ed.'s

In the sample, institutions were assigned to each of these categories proportional to the overall propotion of seniors in each class in the population.

The overall sample size of 240 was fixed by using Cornell's method(5) employing population data obtained from the EDSTAT system.

The student sample was selected at a 0.4 percent (i.e., .004) rate using a fixed number (FN) from each institution.

The faculty sample represents a minimal sampling strategy (i.e., 2 per institution since there was no existing information for establishing a more precise sampling plan).

Thus, the student and faculty samples were drawn in a two-stage process:

STAGE 1: Sampling of institutions with probability proportionate to size (PPS).

STAGE 2: Sampling of a fixed number (FN) of students and faculty (15 and 2) respectively at random from each institution.

This PPS/FN allocation method approaches the theoretical optimum(4) for precision and efficiency.

Table One shows the number of institutions selected for each cell of the strata and the number of responses received.

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(5) F. G. Cornell, "A Stratified Random Sample of a Small Finite Population". Journal of the American Statistical Association, 1947, 42, pp. 523-532.

TABLE 1

RESPONSE TO THE SURVEY BY TYPE OF INSTITUTION

			INSTITUTION PART I			INSTITUTION PART II			FACULTY			STUDENT			PARTICIPATION BY INSTITUTION	
			Expected	Received	Percent Response	Expected	Received	Percent Response	Expected	Received	Percent Response	Expected	Received	Percent Response	Number Partici-pating	Percent Partici-pating
All Strata Combined			240	152	67	-	551	-	472	419	88	3,540	2,275	63	1,958	82
No Name			-	2	8	-	6	-	-	41	9	-	129	4	5	2
UNIV.	PUB	I	2	2	100	-	5	-	4	4	100	30	15	50	2	100
		II	25	19	76	-	65	-	50	62	124	375	261	70	22	88
		III	30	25	83	-	120	-	60	58	87	450	351	68	27	90
	PRI	I	5	5	100	-	7	-	8	9	113	60	53	88	5	100
		II	7	2	29	-	9	-	14	8	57	105	36	34	4	57
		III	4	3	75	-	4	-	8	5	63	60	17	28	3	75
COMP. COLL.	PUB	I	7	5	71	-	14	-	14	12	86	105	27	26	5	71
		II	79	48	60	-	190	-	158	114	-	1,185	733	62	61	77
		III	19	12	63	-	42	-	38	34	89	285	181	64	16	84
	PRI	I	8	5	63	-	6	-	14	6	43	105	31	30	5	63
		II	17	9	53	-	33	-	34	21	62	255	143	56	13	76
LIB. ARTS	PUB	I	2	1	50	-	1	-	4	1	25	30	8	27	1	50
		II	5	2	40	-	2	-	10	6	60	75	42	55	3	60
	PRI	I	22	14	64	-	23	-	44	26	55	330	171	52	15	68
		II	8	8	100	-	24	-	12	12	100	90	77	86	8	100

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DELIVERY AND RETRIEVAL OF QUESTIONNAIRES

The questionnaires were distributed by mail in November of 1975. They were mailed to the head of the Education unit at each of the 240 institutions in the sample with instructions relative to: (1) filling out the Institution I questionnaire, (2) distributing the Institution II questionnaire (the program questionnaire), and (3) for drawing the sample of faculty and students and delivering the instruments to them.

Because the questionnaires were lengthy and complex and sampling procedures for faculty and students needed to be followed precisely, a network of "regional representatives" was established consisting of twelve widely-known educators located across the United States.

Each regional representative in the network was assigned to about twenty institutions in the sample. The representatives made telephone calls to the head of the education unit prior to the delivery of the questionnaires, orienting the heads of the units to the project, promising cooperation, and offering their services if help was needed. The questionnaires were mailed to the heads of the units in November of 1975 together with instructions about how to sample faculty and students. Regional representatives and the headquarters at Lewin Associates and Stanford University fielded questions about the questionnaires. Some institutions, after examining the questionnaires, decided to drop from the survey and were replaced by other institutions drawn at random from the appropriate strata. (Altogether, 36 institutions were replaced in this manner.)

In early December 1975 the regional representatives called each institution and inquired about any problems, once again offered to help, and urged the institutions to complete the questionnaires as soon as possible. This process was repeated in January 1976 and again in February. By April 1976 questionnaires had been received from 199 institutions. Altogether, 147 institutions completed all four types of questionnaires and returned them to Stanford or to Lewin Associates by April of 1976. The data thus received constitute the information obtained in the survey. The Stanford staff scrutinized the questionnaires for error, coded them, and prepared for the analysis.

CASE STUDIES

In December of 1975, seven institutions were selected as sites for case studies having as their primary purpose the validation of the responses to the questionnaire items. This was accomplished through interviews of the individuals who had responded to the various questionnaires.

The following procedures were followed in conducting the validation case studies. The case study institutions were divided between an interview team from the Stanford Center for Research and Development in Teaching at Palo Alto, California and a team from Lewin and Associates in Washington, D.C. Both teams came together to conduct the first case study and to report the information gained from the interviews. The remaining case studies were conducted separately by one or the other of the two interview teams.

The first contact to the institution was usually with the dean of the school of education or his administrative assistant requesting they be a participant in the case study portion of the National Survey and asking for approval for the interview team to spend approximately three days on campus interviewing respondents to all four questionnaires.

Faculty and students were interviewed individually in sessions of between thirty and forty-five minutes. Using a list of items that the interview teams had previously agreed upon as test items, the interviews were structured to determine if the respondent understood the meaning of the item, the kind of information it was seeking, and the mode of response it required. When it was clear specific items had caused difficulties (non-response, illogical response, etc.), the interviewer attempted to find out why the difficulty occurred. They also allowed students and faculty to scan their questionnaires and identify questions they found unclear, confusing or intrusive.

The chief problems of validity were with the fiscal items. This is peculiar in some ways because financial data should be relatively "hard" data and the sources for it should be relatively standard. However, it turned out that such terms as "full-time equivalent" were interpreted differently by different institutions, and many heads of education units apparently did not have available to them many of the kinds of fiscal data required to develop a complete and reliable picture of the resources presently being invested in education faculties. In most of the other general sections of the questionnaires the difficult items were distributed relatively evenly and the data relative to these major dimensions appeared to be reasonably reliable.

The results indicated that some items had to be interpreted with caution either because individuals had treated the items differently, i.e. they had interpreted them in different ways, or the data sources appeared to vary widely and the data bases differed although the items were interpreted similarly. (The results of the case studies are included as Appendix C).

RESPONSES: PROBLEMS WITHIN STRATA

Although the overall response rate is considered to be acceptable there were problems in certain strata. The liberal arts colleges' response rate was about average (nearly seventy per cent) but only one "small public liberal arts institution" and one "medium-sized liberal arts public institution" responded. Similarly, only two medium-sized private universities responded. Because private universities and liberal arts colleges frequently have limited offerings in education, the data are rather sparse for these strata. Even for small private liberal arts colleges (where 14 out of 22 responded) our ability to generalize is limited because the proportional sampling plan contained a minimum number of institutions for such a large stratum.

As will be seen later, differences between strata are minimal with respect to most items in all questionnaires with two important exceptions: the largest concentrations of minority students and faculty are in the comprehensive public colleges and program offerings are broadest in the same stratum.

THE REPORT

The report is structured to present general findings first and then to deal with specific areas of interest.

Chapter Two presents a series of impressions based on the complex of findings.

Chapters Three, Four and Five respectively describe the perspectives of the institution heads, faculty, and students. Chapters Six and Seven describe the perspectives of program heads, including pre-clinical and clinical experiences, respectively.

Chapters Eight, Nine and Ten deal with innovation, special education, and inservice education.

Chapter Eleven deals with preparation to work with the urban and rural poor, the "visible" minorities, and institutions in which minority persons are concentrated in varying degrees.

CHAPTER TWO

REFLECTION ON PRESERVICE PREPARATION: IMPRESSIONS FROM THE NATIONAL SURVEY

The following are some of our overall impressions from reflecting on all of the data which resulted from the study. In some cases these impressions are drawn from the examination of a single variable and in other cases from the examination of a cluster of findings. In still others these impressions represent an extrapolation from our knowledge of the general context of teacher education and our sense of the meanings of the findings beyond their face value.

In this chapter, we hope to share with our professional colleagues both those findings which surprised us and those which confirmed our perceptions. The mixture of confirming and surprising results has been very stimulating to us, and we hope it will be to our colleagues.

One strong impression is that preservice teacher education is still a muscular enterprise. More than 1400 institutions staffed by well over 40,000 faculty members continue to prepare teachers. When all specialties are combined, there are over 200,000 senior students. Between 1973 and 1975 enrollment dropped about 20% in elementary and secondary education, with males especially declining in enrollment. The remaining number, however, is still very large.

Across the nation programs meet the nominal standards with which we are all familiar and which have been enforced by our certification and accreditation agencies. Special education has far and away the most professional courses in their programs with elementary education next (over twice those of secondary education). Between 1973 and 1975 more professional courses were added than dropped and clinical experiences have been added steadily over the last several years.

In most institutions self-selection by the students determines program size. (Success in previous college work is the most common admission credential.) Students are still continuing to seek education in large numbers, although there have been abrupt enrollment declines in some institutions.

More than 40% of the education students are admitted to professional study in their freshman or sophomore years. About 20% are in fifth year programs.

About a quarter of the students are over 25 years old and about a third of them are married. For the most part, their support for the cost of their education is paid by themselves or their families. A large proportion of students attend colleges which are relatively close to their homes (over two-thirds within 100 miles). Their overall ethnicity approximates the national average, but minority persons tend to be concentrated in the large comprehensive teaching colleges. Students tend to select teaching because of a liking for children, and most of them expect to find jobs and teach although they are realistic about the problems of the job market. The faculty, however, expected that only about one-third of the students who enter professional study will graduate, subsequently find a job, and also continue teaching beyond a year or two.

Contrary to opinion in some quarters, the faculty teach. Over seven of eight courses and programs are taught by professors. Teaching, in fact, is the most important factor in hiring, retention and promotion of faculty, although scholarship is given considerable attention. Nine in ten of the faculty have public teaching experience with the average being about ten years (again, contrary to the notion that education faculty have little school experience relevant to their task). In fact, students see the cooperating teachers and faculty as about equally knowledgeable in schooling matters and see the faculty as generally relevant to clinical training. Most faculty members sought jobs chiefly in order to be able to teach at the college level. Tenure and salary were relatively unimportant motivations for entering college work (perhaps because faculty members already had tenure as public school personnel and probably could make at least as much salary in the public school domain as they can in colleges).

Relatively few of the faculty engage in research or development which results in publication (the average publication rate per person is about one article every three years). In addition, only nine percent are dependent on soft money and relatively few seek contracts or grants. Only a few of the faculty are heavily engaged in consulting activities. The image of faculty members as driven to "publish or perish" and devoting themselves to seeking grants and consultative engagements is simply not borne out by this study.

There is a tendency toward "localism" in faculty as well as students. Many faculty teach relatively close to where they grew up or worked in the schools, although this is by no means true of everyone.

Both faculty and students are relatively monolingual with fewer than one percent being able to carry on instruction in any language other than their native one. It is questionable whether we presently have the resources in personnel to mount a considerable attack on the problems of bilingual education at this time.

The graduating students reported that they feel competent to teach, including the management of the classroom. However, students, faculty and institution education unit heads alike feel that most students receive relatively little training to work with the poor or in multiethnic education.

PROGRAM CHARACTER AND INNOVATION

One strong impression is that programs are remarkably similar despite the enormous diversity in the institutional settings in which they take place. There simply were relatively few surprises in program articulation or organization. Courses reflect greater variety than do programs -- professors use a diversity of methods, with the lecture not dominating except in large-enrollment course.

Programs also do not appear to be ideology-oriented. Respondents at both the unit and program levels indicated that for the most part the programs do not follow any one orientation toward education, and most faculty and students tended to embrace most of the major philosophies of education which have been promulgated during the last ten or fifteen years. It is not clear whether this is a tolerance for multiple perspectives or lack of differentiation among orientations.

Programs also are labor intensive, low technology operations. The technical innovations of the 1960s and 1970s (such as microteaching) are not in general use on an intensive basis although there is some use in a wide variety of places. Relatively few programs appear to use any of the major technologies in a sustained and intensive way throughout their programs.

With respect to competency-based-teacher education it appears that the language of behaviorism is common but that few institutions operate programs on CBTE principles. Many courses and programs have behavioral objectives (although not all of them by any means) but only 3.4% use criterion-referenced tests for assessment (one of the essential features of any modular curriculum design.) Many faculty members have had some experience with CBTE during the last few years, but most of them predict that there will be less emphasis on CBTE in the future.

Most programs apparently do not expose students to innovations in schooling. In general, student teaching appears to take place in traditional settings, especially self-contained settings at the elementary level and departmentalized settings in secondary schools. The students also expect to work in traditional settings and fewer than three percent indicated that they would seek work in alternative schools.

The programs appear to be constructed to link closely to the most common models of schooling and to socialize students to them.

NEXT STEPS

In the body of this report we will deal specifically with the character of institutions, programs and students, and then speculate on potential future directions. Our overall impression to date is that the teacher education enterprise continues to be relatively extensive and that the minimum nominal standards of professional training which have been accepted during the last fifteen or twenty years have been well implemented. However, program diversity is surprisingly small and the enterprise may be more closely tied to present models of schooling than is desirable.

More about this in the chapters which follow.

CHAPTER THREE

THE EDUCATION UNIT PERSPECTIVE

The "Institutional Questionnaire" was distributed to the heads of the education units. In some cases this person completed the questionnaire him/herself and in others he/she elicited the help of his/her assistants, faculty members, and institution support personnel.

The questionnaire focused on the nature of the institution, the characteristics of students and faculty, finance, decision-making, and overall programs. One hundred forty seven institutions responded. (See Appendix B for information about the quality of response.)

Response to the Institutional Questionnaire

Errors and non response to specific items in the questionnaire were dealt with in two fashions. First were the coding of non response and error for the least complex items. These were indicated by a single digit designation and are recorded in the table entitled Institution I Response in Appendix B.

For the more complex items (such as those requesting enrollment breakdowns by year and department) the coders were provided with a series of designations of particular types of error with respect to the item as a whole. These included "non response," "multiple response" or in cases where only a single response is interpretable, "response outside limits," "partial or incomplete response," miscellaneous error," "ranking error," "won't total," "not applicable." and "not available."

That this latter system worked relatively well is indicated by the very small number of miscellaneous errors which are recorded (only seven-tenths of a percent for one item).

The relatively simple items received a relatively low non-response rate and had relatively few errors were recorded. Most of the non responses were relatively understandable in that, for example, institutions without continuing education programs were simply unable to respond to the item requesting information about funding of continuing education programs, and no provision had been made to indicate "non applicability."

The picture with respect to the complex items is more worrisome, (See the table entitled "Institutions: Error Flags" in Appendix B.) For example, nearly half had ranking problems in Section II, Question 1, asking the importance in admission of several factors.

Over 11% of the institutions had problems with respect to the estimation of enrollment, nearly 30 percent did not estimate ethnic backgrounds of students, and an even greater proportion did not estimate their geographic origin. The item requesting information about financial aid to students was not responded to by almost 14 percent of the unit heads. "Error" and "no response" accounted for more than 11 percent of the responses to the item asking numbers of degrees granted between 1973 and 1975.

Financial aid to students was troubled in more than 12 percent of the cases, and 30% of the responses to the item requesting the sources of career counseling had ranking problems.

All of the items dealing with inservice teacher education had problems ranging from about 30 percent error and no response to about 15 percent error and no response combined.

Twenty-five percent did not respond to the item asking the overall sources of revenue for the education unit, 15 percent did not respond to the item requesting information about tuition, and 60 percent erred with respect to the items dealing with sources of funds for the education unit.

An amazing 85 percent of the institutional heads either did not respond or made errors in responding to questions about the cost per student for attending their institution. Almost two-thirds erred or did not respond to items regarding the credit hours which the institution grants to students from different divisions within the university or college.

Finally, over 80 percent erred or did not respond to the item asking about time required before a change could be implemented in the institution.

Thus, the complex items in the Institutional Questionnaire on the whole seriously flawed.

In a very real sense, this part of the survey became a "design survey" in the original sense. The relatively less complex items were apparently easy to respond to, but the more complex items, especially those requiring counseltation for sources of data about funding, numbers of students, requirements for degrees, etc. were seriously flawed, and the results have to be interpreted with extreme caution.

Thus, this chapter of the report is conditioned by the recognition that there were serious problems with the complex items in the Institution I Questionnaire.

Locus of Control, Type of Campus, and Calendar

As can be seen in Table 3.1 most of the institutions are public, and about one-fifth are private and have an affiliation with a religious group. None are profit-making.

TABLE 3.1

INSTITUTIONAL TYPE, DISTRIBUTION OF CAMPUSES, AND TYPE OF CALENDAR OF THE SAMPLE

Institutional Type	Per cent	Distribution of Campuses	Per cent	Type of Calendar	Per cent
Public	69.4	Single Campus	69.4	Semester	60.5
Private - Profit Making	0.0	Main Campus w/ Branches	23.8	Quarter	25.2
Private - Non-profit	8.8	Branch Campus	4.1	Trimester	2.7
Private - Religious	19.0	No Response	2.7	4-1-4 Plan	6.8
No Response	2.8			Other	2.0
				No Response	2.8
Total	100.0		100.0		100.0

Most are single-campus institutions, one-fourth are the main campus of an institution with branches, and only one in twenty-five is a branch campus. Most (three-fifths) are using the "semester" system, but a fourth use the "quarter" system and the remainder are distributed variously.

Departments or Sub-Units of the Education Unit

The most common departments are elementary and secondary education (see Table 3.2), with early childhood and special education next.

TABLE 3.2

UNITS HAVING DEPARTMENTS OF VARIOUS KINDS
Estimates for 1151 Institutions from
Weighted Reports from 147 Institutions

Department/Unit	Number	Percent
Special Education	525	45.6
Higher Education	181	15.7
School Psychology	283	24.6
Foundations of Education	578	50.2
Administration and Supervision	400	34.7
Elementary Education	893	77.5
Secondary Education	902	78.4
Educational Psychology	510	44.3
Curriculum and Instruction	436	30.9
Research and Evaluation	292	25.2
Early Childhood Education	655	56.9
Media and Communication	265	23.0
Other	336	29.2

The larger institutions have more departments. Some of the smaller colleges have only a single unit, generally with a specialty in elementary or secondary education and sometimes both. Nearly thirty percent of the institutions reported the presence of departments with names (chiefly) or specialties (occasionally) not provided for in the questionnaire.

Degrees Granted

The institutions were asked to report the number of bachelors and masters degrees granted between 1972-73 and 1974-75. The results are presented in Table 3.3.

TABLE 3.3

DEGREES GRANTED WITH RECOMMENDATION FOR CERTIFICATION

Estimates for 1151 Institutions from Weighted Reports from 147 Institutions

Areas of Training	AY 1972-1973		AY 1973-1974		AY 1974-1975	
	Bachelor's	Masters	Bachelor's	Master's	Bachelor's	Master's
Elementary Education	89829	14931	85813	15786	71308	16108
Secondary Education	87308	11893	83873	12218	69341	12348
Special Education	14671	4568	16267	5386	16495	5810
Subj. Matter Speclst.	15648	4717	15693	4713	14489	4794
Occup. and Vocational	9885	1594	9001	1534	8643	1767
School Support Persnl.	1240	10630	1502	11870	1683	12140
Total	218581	48333	212149	51507	181959	52967

The production of baccalaureate degrees dropped about 16 percent between 1973 and 1975, while production of master's degrees has been relatively stable--in fact, increasing slightly. Within the bachelor's degree programs, it appears that the largest rate of attrition has been in elementary and secondary education with special education and subject matter specialty areas holding their own. Nonetheless, elementary and secondary program graduates at the bachelor's level continue to constitute about 75% of the bachelor's degrees granted in teacher education and about half of the master's degrees. Special education increased somewhat at the bachelor's level and increased almost 30 percent at the master's level.

Assigned Faculty

There are nearly 41,000 faculty members assigned entirely to the education unit, over 7,000 holding split appointments partly in education, and over 14,000 part time faculty.

TABLE 3.4

EMPLOYMENT STATUS OF FACULTY

Estimates for 1151 Institutions from Weighted Reports from 147 Institutions

	Full-time Education		Split-time Education		Part-time Education	
	Tenured	Non-Tenured	Tenured	Non-Tenured	Tenured	Non-Tenured
Professor	9552	348	1626	98	99	175
Associate Prof.	7036	4078	1950	373	77	234
Assist. Prof.	3388	5937	818	1551	7706	961
Instr./Lecturer	4576	5436	224	619	722	2996
Other	26	488	11	71	0	1200
Total	24578	16287	4629	2712	8604	5566
					Grand Total	62376

About three-fifths are tenured, with nearly half of those (46.4%) being full professors. Non-tenured full-time faculty, as one might expect, are mostly at the assistant professor and instructor/lecturer level. In terms of rank and tenure status, the split-time faculty (those jointly appointed in education and another unit) are distributed similarly to the full-time faculty. Part-time faculty, however, present a different picture. Three-fourths are non-tenured, with most of those at the instructor/lecturer level.

Over 40% of the faculty assignments are to teach either undergraduate or graduate courses (See Table 3.5). Approximately equal amounts of time (12.2%, 12.6% respectively) are allotted to supervision of clinical experiences and in research and development. Beyond that, lesser amounts of time are assigned to such activities as the supervision of doctoral or other theses, the career counseling of students, inservice training of teachers, and work in laboratory schools.

TABLE 3.5

FACULTY ASSIGNMENT TO VARIOUS ACTIVITIES IN RANKS

Activity	Rank
Teaching Undergraduate Courses	1
Teaching Graduate Courses	2
Supervising Clinical/Practical Experiences	3
Service on Doctoral or Thesis Committees	4
Career Counseling of Undergraduates	5
Other Counseling	7
Research and Development	3
Inservice Training of Teachers	6
Work in Laboratory Schools	8

Sex and Ethnic Background of Faculty

Even though it has been reported that minorities and women are represented on education faculties at a higher level than university faculties in general, they are still under-represented. Two-thirds of the faculty (64.6%) are men. Nine in ten are Caucasians (See Table 3.6) according to the estimate by unit heads.

TABLE 3.6

SEX AND ETHNIC BACKGROUND OF FULL-TIME FACULTY

Estimates for 1151 Institutions from weighted Reports from 147 Institutions

Ethnic Background	Sex		Total	Percent of Total
	Men	Women		
Caucasian	19147	9914	29061	89.9
Black/Negro	1149	976	2125	6.6
Hispanic	196	99	295	1.0
Asian, Oriental or Pacific Islander	389	430	819	0.3
American Indian or Alaskan Native	13	10	23	0.0
TOTAL	20894	11429	32323	97.8*

*22 percent are uncodable or "other"

Only 5.8 percent are Black. (The national percentages is about twice that). The proportion of Asians, Hispanic people and American Indians or Alaskan Natives is very,

very small. A very small number of institutions have high concentrations of minority faculty members (see Chapter Eleven).

Promotion and Tenure

Undergraduate teaching is seen as the primary consideration for promotion and tenure in most institutions. (See Table 3.7.)

TABLE 3.7

FACTORS CONSIDERED IN FACULTY HIRING, RETENTION AND PROMOTION

Percent of Factors Ranked First Based on Weighted Reports from 147 Institutions

	Hiring	Retention	Promotion	Tenure
Undergraduate Teaching	67.4	72.3	74.1	69.1
Graduate Teaching	10.6	16.4	15.8	16.2
Research & Scholarship	17.9	8.0	12.1	13.6
Institutional Service/ Community work	4.6	12.4	9.6	9.3
Outside Community Service	4.8	4.1	4.5	4.6
TOTALS	105.3*	113.2*	116.1*	112.8*

*Forty-two percent of the institutions erred in rankings.

Research received somewhat more first rankings than graduate teaching, both far behind undergraduate teaching. Institutional and community service appear to be relatively unimportant in the hiring, retention, promotion and tenure of faculty members in most institutions.

Students

Upper division enrollments were estimated by the institutions (see Table 3.8).

It was estimated that five-sixths attend college within their home state (see Table 3.8). (Many institutions could not estimate this, however.)

TABLE 3.8

UPPER DIVISION ENROLLMENTS

Estimates for 1151 Institutions from Weighted Reports from 147 Institutions

	Men		Women		
	Full Time	Part Time	Full Time	Part Time	TOTAL
Elementary Educ.	19,699	1,415	97,413	8,564	127,091
Secondary Educ.	49,959	3,512	62,693	4,138	120,302
Special Educ.	5,458	484	27,545	1,982	35,469
Subject Specialist	14,199	2,523	17,859	1,880	36,461
Vocational Educ.	12,532	2,254	10,071	1,144	26,001
Support Personnel	1,967	2,166	2,692	5,355	12,180
Total	103,814	12,354	218,273	23,063	357,504
Percent of Total	29%	39%	61%	6%	

About two-thirds of the students are women. Most are full time. Women dominate enrollment in elementary education and, even more, special education.

About nine-tenths of the students are Caucasian, and nine are Black. Very few are of Hispanic origin, or Asians, Orientals, Pacific Islanders, American Indians, and/or American Natives. (See Table 3.10.)

TABLE 3.10

ETHNIC BACKGROUND OF STUDENTS

Estimated for 1151 Institutions from Weighted Reports by 147 Institutions*

	Men	Women	Total	Percent of Total
Caucasian	111,974	240,568	352,542	86%
Black/Negro	14,136	24,248	38,384	9%
Hispanic	3,941	5,608	9,549	2%
Asian	1,188	3,773	4,961	1%
Native American	466	828	1,294	0.03%
Total	131,705	275,025	406,730	
Percent of Total	32.4%	67.6%		

*Non-response for this item was relatively high (20 percent).

Laboratory Schools

Nearly one-third of the institutions responding to the questionnaire reported the existence of laboratory schools. Most are used as a site for observation and participation but not for student teaching. (See Table 3.11.)

TABLE 3.11

THE EXISTENCE AND USE OF LABORATORY SCHOOLS IN PRESERVICE TEACHER EDUCATION

Existence of Lab Schools	Percent	Use of Laboratory Schools	Percent
Yes	31.1	Site for Student Teaching	8.2
No	52.2	Site for Participation/observation but not Student Teaching	20.2
No Response	16.7	Special Case Use only	3.3
		Not used for Teacher Education	0.2
		No Response	8.1
Total	100.0	Total	100.0

Thus, it would appear that in many cases where laboratory schools exist, students receive some training in situ, then move outside of the laboratory school setting for a student teaching experience.

Inservice Education

Local education agencies are becoming more prominent in decision-making in inservice education. (See Table 3.12).

TABLE 3.12

INSERVICE TRAINING: SHARED RESPONSIBILITIES WITH LEA IN INSERVICE EDUCATION

Percent*of Institutions by Alternatives from Weighted Reports from 147 Institutions

Area of Decision-Making	IHE Major	LEA Major	Joint	Not Done
Determining Need for Training	24.6	24.4	25.7	2.3
Establishing Training Objectives	29.4	12.1	32.7	2.3
Designing Programs	39.1	11.3	24.4	2.3
Selecting Participants	25.7	31.6	17.9	2.5
Evaluating Program	30.2	12.9	30.8	2.7
Evaluating Teacher Performance	23.2	17.4	27.8	4.7
Revising the Program	26.4	10.6	38.5	2.7 *

*Non-response was legitimate for this item (i.e.: if an institution is not engaged in inservice education).

About one-third (36.7 percent) of the respondents believe the LEA is becoming more prominent in inservice decision-making, with nearly a quarter (24.7 percent) seeing their role in decision-making as about the same now as it has been in the past. The LEA is most prominent in participant selection and in the determination of needs, with the university maintaining greater influence in designing the programs. Many administrators report joint responsibility in the areas of the establishment of training objectives, the evaluation of programs and program revision.

It appears that many institutions provide training for local education agencies inservice schedules as well as for academic degrees (see Table 3.13).

TABLE 3.13

TYPES OF ACTIVITIES FOR WHICH ACADEMIC AND SALARY SCHEDULE CREDITS ARE GIVEN

(From Respondents Reports Weighted to Optimal Sample)

Activities	Credit for Academic Degree	Credit for Salary Increases or Promotion in District	Both	Non Response	Total
Work Taken on Campus	23.8	6.8	46.3	23.1	100.0
Work Taken in Local Schools	13.6	15.6	36.7	34.1	100.0
Research Activities	6.1	9.5	12.9	71.5	100.0
Professional Travel	4.8	15.6	6.8	72.8	100.0
Independent Studies	10.9	7.5	10.2	71.4	100.0
Other	3.4	0.0	2.7	93.9	100.0

Nearly half report that work taken on campus can relate to either an academic degree or to the local school district for use in the area of salary increases of promotion. Over a third report that work taken on local school sites can be used for that purpose. Interestingly, 12.9% and 10.2% report that research activities and independent reading respectively can be used as credit for both academic degrees and for local education agency use. Professional travel appears to be more useable for salary increases and promotion in local school districts than it does for academic credit. (Non-response to this item was very high, however.) Enrollments in inservice education programs are expected to rise in many institutions (see Table 3.14).

TABLE 3.14

INSTITUTIONAL PREDICTIONS OF ENROLLMENT TREND IN INSERVICE EDUCATION

(in percentages)

Will Decrease by More than 20%	Will Decrease Between 5 and 20%	Will Increase Between 1 and 5%	Will Increase Between 5 and 20%	Will Increase More Than 20%	No Response	Total
1.6	7.1	27.1	28.4	10.0	25.8	100.0

In fact, 58.5 percent expect increases greater than 5% in enrollment, with a significant minority of those (19%) predicting enrollment increases as great as 20%. Only 8.1 % predict any kind of decrease in enrollment in inservice education, with approximately 20% suggesting that any increase or decrease will be within 5 percent of existing enrollments.

About one-fifth of the institutions report a formal affiliation with some kind of teacher center.* When asked the role group of those involved in the governance of a teacher center, 29.9% report college/university involvement, with 15.0 percent reporting involvement with a teacher's association. Only 6.8% reported the involvement of local school districts, and 29.9% reported community persons were involved in the teacher center governance. (See Table 3.15).

TABLE 3.15

PERCENT OF AFFILIATION WITH AND GOVERNANCE OF TEACHER CENTERS

Formal Affiliation w/ Center		Involved in Governance (may be more than one)				
		College/Univ.	Teachers Assn.	Local District	Community Reps	Others
Yes	34.0	19.3	8.2	18.8	18.8	3.3
No	53.4					
No Response	12.9					
Total	100.0					

Most of the public institutions are affiliated with centers but many fewer of the small private institutions are affiliated. The sources of funding reported for teaching centers vary by the location of the center. (It should be noted that non-response to the funding question was considerable.)

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* Definitions of teacher centers vary widely (See Bruce Joyce and Marsha Weil. Concepts of Teacher Center (Washington: AACTE, 1973).

About half of the campus-based centers are primarily funded by IHE resources. About half of the school-based centers are mainly funded by LEA resources. Federal and state resources are important to about one-sixth of the college-based centers and nearly one-third of the district centers.

The institutions report that they provide training for a very large number of inservice teachers (See Table 3.16)

TABLE 3.16

INSERVICE TEACHERS TRAINED
BY NATURE OF ACTIVITY
Estimates for 1151 Institutions from Weighted Reports from 147 Institutions

	Number	Percent of Total
Orientation of New Teachers	18,108	9.7%
Demonstration of New Methods	89,470	47.7%
Demonstration of Innovative Material and Technology	80,018	42.6%
Total	187,596	100.0

The help appears to be concentrated in the needs of experienced teachers. However, a more complex survey is needed to be certain.

SUMMARY

The enterprises of teacher education are still very large. If these data are accurate, institutions are providing direct assistance to nearly one-tenth of the nation's inservice teachers, granting fifty-thousand master's degrees, graduating nearly two hundred thousand new teachers and working with about four hundred thousand undergraduates. Elementary and Secondary enrollments are declining (16 percent in two years) while special education is expanding.

Faculty and Students are more Caucasian than is the nation, but Black people, while under-represented, are not absent.

Greater inservice activity and involvement of schools in decision-making are evident, but not pervasive.

The overall impression of the education units is dominated by the size of the enterprise. The number of students with a variety of departments is impressive, while the relationship between the number of departments and size of institution is no surprise. The overall drop in degree production in education at the bachelor's level has taken place largely in elementary and secondary education, but they remain very large areas indeed. Most faculty members are full time in their institutions and about four-fifths of the faculty are tenured. Their responsibilities are largely in teaching, but the institutions report a surprising amount devoted to research and development activities, one which is not apparent in knowledge production. Two-thirds of the faculty are males and about two-thirds of the student body are females. Both populations, according to the institutions, contain somewhat fewer minority group members, especially blacks and Spanish persons than we find in the population in general. The students tend to go to school in the same state or in their home states and (as we shall see in Chapter 5) quite close to their homes. A surprising proportion of the institutions indicate continued involvement with laboratory schools and a good many are beginning to be affiliated with teacher centers, especially the larger institutions. Local education agencies are beginning to share more in decisions relative to inservice activities, and many institutions offer credit towards salary increments as well as toward degrees. Master's level enrollments have stayed relatively stable over the last few years with the increasing involvement in teacher centers probably presaging an increased shifting of resources toward the inservice education area.

CHAPTER FOUR

FACULTY

FACULTY

The quality of response to the faculty questionnaire was much better than was the case with Institution I. (See Appendix B) Item non-response and error were both very low for nearly all items. The chief exceptions were the items related to the counselling of students and use of specific techniques for clinical training. In addition, confidence intervals were generally about 15 percent of the mean for the item.

Altogether there were 424 faculty respondents. Their departmental membership is presented in Table 4.1.

TABLE 4.1

FACULTY DEPARTMENTAL MEMBERSHIP
(Percent of Respondents)

Department	Percent
Special Education	6.8
Elementary Education	26.1
Secondary Education	17.1
Higher Education	2.1
School Psychology	0.3
Foundations of Education	4.7
Administration and Supervision	1.8
Educational Psychology	3.9
Curriculum and Instruction	7.1
Education Research and Evaluation	0.3
Early Childhood	4.2
Other	18.4
Percent of Respondents Replying to Item without error	92.8

It is interesting to note that a substantial proportion of the respondents replied "other" or did not respond to the item, despite the lengthy list provided.

About half of the respondents who have full-time positions are full professors, about one-third are associate professors, and most of the remainder are instructors or assistant professors. This distribution approximates that reported by the education unit heads. (See Table 3.4)

General Characteristics and Position

Three out of five of the responding faculty* were males (61.9%). The average age was about 43 years with the bulk of the distribution being between age 30 and age 55.** Nearly 87 percent of the respondents were Caucasians with somewhat more than eight percent of the remainder being Black.*** Fewer than one percent of the respondents belong to any other racial group.**** More than 95 percent are United States citizens.

About one-fourth indicated that they have some competence in a language other than English, but only a handful indicated that they could carry on instruction in any second language. Spanish is the most familiar language with French and German being next most common.

Nearly 75 percent of the faculty came from communities of 100,000 or less in population, about 40 percent of these coming from rural areas. Seven percent indicated that they had come from cities of over a million population and about two percent lived their early lives in the suburbs of cities of a million or more in population. The faculty are somewhat more "rural" than the U.S. population. (Twenty-six percent of the nation's people are presently classified as rural and fifteen percent live in large cities.)

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*Hereafter, the term "faculty" refers to "responding faculty."

**Two of the respondents were born before 1910, 31 between 1910 and 1914, 43 between 1915 and 1920, 53 between 1921 and 1925 and 76 between 1926 and 1930. Eighty-three were born between 1931 and 1935, 64 between 1936 and 1940, and 57 between 1941 and 1945.

***This is a larger proportion of Black persons than was reported by unit heads, but still is about two-thirds of the proportion in the population.

****This is a much smaller proportion than was reported by unit heads.

Salary

Two-thirds of the faculty indicated that their salaries are computed on an academic year basis with 26% indicating that they are computed on a calendar year basis.

The average faculty member reports that he/she makes about $17,000 a year, with about five percent making more than $26,000 and about four percent making less than $10,000.

The median is in the $14,000 to $16,000 range.

Income from Other Sources

About three-quarters of the faculty engages in no consultation with schools, private firms or the state or federal government. A very small percentage of the faculty engage in this kind of activity more than five days a year. Only six percent of the faculty ever engage in consultation with private firms, only 14 percent with the state (generally one or two days per year), and fewer than four percent with other agencies.

The view of the faculty as a group of private consultants who are university-based is entirely unsupported by these data.

Fewer than nine percent of the sample indicate that part of their salary is contingent on the presence of state or federal funds. Apparently almost the entire sample is on "hard" money.

Prior Experience in Public Schools

More than 90 percent of the faculty (91.1 percent) have work experience in an elementary or secondary school and a good many were in educational administration. The average faculty member has worked as a pre-collegiate teacher for about eight years and as a school administrator for about two years. (See Tables 4.2 and 4.3).

TABLE 4.2

FACULTY: MEAN NUMBER OF YEARS WORKED AS A PROFESSIONAL TEACHER

Roles	Number of Years
Preschool/Early Childhood/Kindgarten teacher	0.85
Elementary teacher	2.83
Secondary teacher	3.41
Subject matter specialist	0.28
Special Education teacher	0.31
Occupational and Vocational teacher	0.13
School Support Services	0.22

TABLE 4.3

FACULTY: MEAN NUMBER OF YEARS WORKED AS A PROFESSIONAL ADMINISTRATOR

Role	Mean Number of Years
Principal	1.01
Superintendent	0.33
Other Administration	0.30

Some were elementary teachers for several years and others worked at the secondary level (6.25 years, on the average). The faculty as a whole, thus, has considerable experience in teaching and, presumably, "knows" the educational system at first hand.

Acceptance of the Current Positions:

The Influence of Salary, Location, Reputation, and Colleagueship

Table 4.4 indicates factors influencing the faculty members' acceptance of the present position.

TABLE 4.4

FACULTY: FACTORS ATTRACTING ONE TO JOB
(Percent of Respondents)

Factors	Major Attraction	Attraction	No Influence	Drawback	Major Drawback	No Response
Salary and Benefits	9.4	34.7	33.7	10.8	8.6	2.8
Geographic Location	44.9	31.0	12.8	4.4	5.5	1.3
Reputation of Institution	25.6	31.7	31.8	5.6	2.5	2.9
Opportunity for Tenure	7.2	19.1	63.3	4.8	2.4	3.2
Departmental Philosophy	31.7	27.7	29.9	3.5	3.4	3.9
Faculty Quality	29.9	31.3	27.4	4.1	2.8	4.6
Research Opportunities	4.5	19.6	58.7	5.1	4.6	7.5
Specific Courses	46.1	27.6	15.4	3.7	1.8	5.5
Other	18.6	0.9	0.0	0.0	0.2	80.3

About a third (33.7%) indicated salary and benefits did not draw them to their present position, another third (34.7%) indicated that it was "some" influence, and 9.4 percent indicated that it was a major attraction.

One of the reasons that salary is not such a powerful influence as it may be in some occupations is that public school positions pay so much better than college positions that most persons who could obtain university or college positions in education could have obtained better salaries by remaining within school districts or seeking employment in them. The opportunity for a tenured position influenced only 26 percent of the respondents (a major attraction for only seven percent) with 62.7 percent indicating that it was a neutral factor with respect to their positions. Again, most faculty probably had tenure in their previous school positions.

Location, however, was a major influence on the acceptance of positions for three-fourths of the faculty. Almost 45 percent indicated that location was a major attraction and 31.0 percent that it was an attraction. Many faculty members appear to be former school personnel who have sought higher education employment within their local areas.

The educational philosophy of the institution was reported to be an important factor with a third (31.7%) of the faculty indicating that it was a major attraction and almost 28 percent that it was an attraction.

Also, the opportunity to work with a quality faculty was indicated by almost two-thirds (61.2%) to have been an attraction or a major attraction in their selection of the institution.

The opportunity to do research was mentioned by about a quarter of the faculty but only 4.5 percent indicated that it was a major attraction. Over 10 percent indicated that research was a major drawback to their acceptance of the position.

Thus, very few of the faculty apparently sought their job in order to have an opportunity to do research, and salary and the opportunity for tenure (especially the latter) were not major factors. Geography, the opportunity to teach specific types of courses, and the opportunity for colleagueship appeared to be the primary influences on faculty with respect to accepting their present position.

Perceptions of Criteria for Promotion and Tenure

Almost two-thirds of the sample indicated that undergraduate teaching was as important consideration for promotion at their institutions. (See Table 4.5) Graduate teaching is seen as less important (however, 29.3 indicated that it is very important). Over forty-three percent of the sample indicated that research is important with respect to promotion and 28% of the sample indicating that it is taken into account. Institutional services was far behind, as was service to the community.

TABLE 4.5
FACTORS CONSIDERED IN DECISIONS
ABOUT FACULTY (RANKED BY IMPORTANCE)
(in percent of respondents
to item)

	PROMOTION			TENURE		
	Degrees of Importance			Degrees of Importance		
Factors	Most important	Second most important	Third most important	Most important	Second most important	Third most important
Undergraduate Teaching	46.9	15.7	13.2	50.5	14.4	10.1
Graduate Teaching	14.5	26.3	10.4	15.1	24.0	11.8
Research and Scholarship	30.4	20.1	17.0	23.6	20.1	19.6
Institutional Service	8.8	28.5	29.4	6.7	27.6	30.5
Outside Community Service	1.8	6.1	19.2	1.8	3.7	20.3

The picture for tenure was similar with undergraduate teaching seen as of primary importance by 66.7 % of the sample, graduate teaching as much less important (only 29.9% ranking it as of the first importance). Research was in between the two with 35.9 percent indicating it was very important for tenure.

Faculty motivations for accepting jobs and their perceptions of criteria for promotion and tenure are generally congruent with institutional hiring policies. (See Table 3.7) Three-fourths of the education units ranked undergraduate teaching first or second among criteria for hiring faculty. About two-fifths ranked graduate teaching first or second. Research and development, however, was given greater prominence by education unit heads than by faculty. Forty percent of the unit heads placed research and development capability high on their list of criteria. Community service was far behind in importance.

ACTIVITIES

The questionnaire explored the faculty members' perceptions of collegiate teaching, counseling, research, consulting, and inservice education. Interestingly enough, more than 84 percent of the faculty indicated that they spend some time in administration of some sort, and 73 percent that part of their time is occupied with counseling.

Twenty-three percent of the faculty indicated that they spend some time each week in inservice training of teachers other than graduate courses.

The teaching of graduate and undergraduate courses appears to be their primary work.

Teaching Responsibilities

The faculty teach professional courses, for the most part. Less than one-fifth of the respondents teach undergraduate general studies courses, (81% indicating that they do not teach any and the remainder that they teach very few). More than two-thirds teach professional studies courses in education at the undergraduate level. About half do not teach graduate courses, 54 percent provide clinical supervision to the student teachers. About 30 percent serve on thesis or doctoral committees.

Modes of Instruction

In Table 4.6 are presented the mean percent of time various instructional techniques are used.

TABLE 4.6

FACULTY INSTRUCTIONAL TECHNIQUES
(Mean Percent of Instructional Time
for All Respondents)

	Instructional Techniques					
Area of Course	Large Lecture	Small Lecture	Seminar	Independent Study	Group Project	Other
General Education	14.4	24.4	10.7	14.8	14.8	20.4
General Methods	16.3	9.6	13.4	8.8	8.8	43.1
Elementary Curriculum	3.9	21.0	19.9	12.3	22.2	20.7
Secondary Curriculum	9.9	21.3	14.8	12.2	15.7	26.1
Special Education	12.8	35.2	8.1	5.5	12.3	26.1
Multicultural	0.0	20.2	1.9	4.9	24.	49.0
Supervision	0.9	12.3	55.8	14.4	11.0	5.6

The striking feature of the table is the variety which appears. The lecture is prominent, but not dominant. Seminars, independent study, and group projects are used quite a bit. The "talk" modes (lectures and seminars) are certainly present, but group projects and a great variety of "other" technques are widely used.

About half of the faculty supervise student teachers (an average of about seven, visited for about four hours over an eight week period). They were asked which of several technologies they employed in student teaching. The results are presented in Table 4.7.

TABLE 4.7
EXTENT OF USE OF TECHNOLOGIES IN SUPERVISION OF STUDENT TEACHING
(Percent of Respondents)

Techniques	Extent of Use					
	Not used at all	Used Occasionally	Used moderately	Used very much	Don't know	Non Response
Video Tape	18.3	24.5	13.7	3.1	0.2	40.1
Tape Recorders	10.6	28.1	15.4	7.1	1.4	37.4
Microteaching	14.3	17.3	15.1	6.4	1.9	45.1
Simulation	12.6	25.3	11.4	3.7	1.8	45.1
Structured Observation	5.4	12.0	17.8	23.4	1.4	40.0
Taxonomy of Educational Objectives	8.6	17.3	15.9	16.5	1.7	40.0
Questioning Strategies	2.1	13.1	17.1	26.6	1.3	39.8
Sensitivity Training	21.4	16.2	6.3	4.1	4.8	47.3
Other	--	1.0	0.7	3.6	1.1	93.6

The non-response rate for the items accumulated into Table 4.7 was very high. Partly, but by no means entirely, this is explained by the fact that faculty members in some departments do not engage in the supervision of clinical experience. It may well, however, be partially explained as lack of use of the techniques described.

Clearly, all of the techniques are used somewhat by those who responded to the item (or by others in their institutions). However, none is used generally and only two are used (very much) by as much as one-fourth.

Most of these technologies need to be employed intensively if they are to have an appreciable impact on teaching behavior.* Several of them,

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*See: Bruce Joyce and Beverly Showers. "The Opportunity to Learn to Teach: An analysis of research on the technologies of teacher training." Chapter Fourteen. Flexibility in Teaching (Berkeley: McCutchan, in press for 1977).

Traditional methods, in fact, appear to have little effect on the acquisition of specific teaching skills (although they socialize teachers to classroom routines and, no doubt, provide a general teaching skill which is difficult to evaluate precisely).

The overall impression here is that these technologies have not been widely adopted and are rarely employed intensively. Structural observation is reported to be used widely, but the term has many meanings, most of which do not imply the use of precise category systems of the type which have been carefully developed and evaluated.* Most intensive training applications of structured observation and "questioning strategies" alike involve the use of media to model teaching behavior and/or provide structured feedback, and these media are evidently not used extensively.

Thus, the overall impression is that the major technical innovations are not widely implemented. Programs, as we will see in Chapter Six, are relatively standard combinations of courses and student teaching, bt the demand for greater competence in teaching has not been accompanied by the wide adoption of technologies develoepd to train teachers to specific competencies. Teacher education continues to be general and indirect in most cases.

Competency Based Teacher Education

More than 60 percent of the faculty indicated that the institution uses one or more of the varieties of competency based teacher education.** Seventy percent of the faculty have had some experience with competency based teacher education and 54.5 percent indicated that they had some experience with development of competency based teacher education either with courses, units, or evaluation. (See Table 4.8) During the 1975-1976 academic year, about 20 percent of faculty instruction was in courses they labelled as competency-based.

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*Ned Flanders. Analyzing Teaching Behavior (Boston: Addison-Wesley, 1973).

**Another term which has myriad meanings. See: Bruce Joyce and Marsha Weil. Perspectives on Reform in Teacher Education (Englewood Cliffs: Prentice Hall, 1972).

More than half of the faculty indicated that their intention in the future was to use competency-based approaches with other instructional systems. However, when asked to predict whether CBTE would be employed three years into the future, over two-thirds said it would not be used at all, about one-sixth believed it would be used only in specialized applications, and only three percent believed it would be the dominant mode in education. These data are puzzling, to say the least. The use of CBTE will be discussed again in Chapter Six.

TABLE 4.8
EXPERIENCE WITH CBTE
(In percent of total faculty respondents)

Type of Experience	Responses in Percent	
	Yes	No
Development of CBTE courses	58.4	41.6
Teaching CBTE courses	51.3	48.7
Evaluation of CBTE courses	39.8	60.2
Other	8.3	91.7

In summary, the faculty use a variety of techniques. Technical devices for training are employed in the context of supervision but no technology is used extensively. The competency-oriented approach is in some form employed by about half of the faculty and is the widest-disseminated innovation in general use.

RESEARCH

Nearly half of the faculty did not respond to the question about research interests. Less than one percent indicated that they are primarily interested in empirical work. (See Table 4.9) About five percent responded that they are interested in both research and teaching but lean toward scholarship.

TABLE 4.9
RELATIVE INTEREST IN RESEARCH AND TEACHING
(In percent of total responses)

Interest	Percent
Primarily interested in research	0.5
Interested in both, but primarily research	5.0
Interested in both, but primarily teaching	29.4
Primarily interested in teaching	19.1
Proper non response	42.8
Non response	3.2

Despite this, about half of the respondents indicated that they are presently engaged in research. However, less than four percent of the faculty indicated that they had done scholarly work in a field other than education; nine percent indicated that they had conducted studies in schools; twelve percent indicated that they had done research on teaching effectiveness; and about seven percent stated that they had evaluated learning packages for use in schools.

About a third of the faculty have utilized department funds for research. (See Table 4.10) Six and two-tenths percent have participated in research supported by federal funds, about 5.8 percent have used state or local funds and fewer than two percent have drawn on private foundations,

TABLE 4.10
SOURCES OF FUNDS UTILIZED
FOR RESEARCH BY FACULTY
(In percent of persons responding to item)

Source	Utilization	
	Yes	No
Institutional or department funds	16.3	83.7
Federal agencies	6.2	93.8
State or local government agencies	5.8	94.2
Foundations	2.0	98.0
Private firms	2.7	97.3
Others	3.2	96.8

The image of the education faculty as a grant-seeking group is not borne out by this study. Relatively few of the faculty received grants from any source whatsoever and a very small proportion have utilized foundations or federal sources.

More than 75 percent of the faculty indicated that they put no time in on research at all during the week of the survey and only five percent indicated that they put in more than 10 percent of their time on research activity.

Publication

About 15 percent have authored or co-authored at least one book, nine percent two books, and 10 percent more than two. Two-thirds of the faculty have never authored or co-authored or edited a book. (See Table 4.11)

TABLE 4.11
FACULTY: NUMBER OF ARTICLES PUBLISHED
IN LAST THREE YEARS
(In Percent of Respondents)

	Percent
None	52.3
One	11.5
Two	14.6
Three	9.3
Four	3.3
Five	1.5
More than five	6.3
No response	1.2

About 52 percent of the faculty have not authored or co-authored a published article during the last three years, while 11.5 percent have published one, 14.6 percent two, and 20.4 percent more than two during the last three years.

Clearly, the notion that a faculty is driven to publish or perish is almost entirely erroneous with respect to an education faculty.

Counseling Activites

Most of the faculty did not respond to items related to counseling. About 70 percent of the responding faculty engage in career counseling on a regular basis with the average faculty member spending about three hours a week in counseling. About a third of the faculty indicated that they counsel some students against entering education with the percentages of students they have so advised varying considerably. However, the faculty members did not give any clear indication about how many students they had advised to change to a specialty for which there was a known demand for teachers. The proportion of "no responses" for this item was too high to make reliable estimates in this area. Forty-four and four-tenths percent of the responding faculty indicated that they felt that students needed more career counseling than they presently receive whereas 21.1 percent felt that the present counseling was adequate. In general, faculty members appear a lot less definite about the status of career counseling than they are about many other areas.

FACULTY: PERCEPTIONS OF COMMON PRESSURES IN THEIR JOBS

In Table 4.12 are presented the responses to a question about the kinds of pressures that faculty feel "on the job". It is interesting to note that none of the factors which were included in the questionnaire item were indicated as high intensity factors in more than 22 percent of the cases, with class size, student advisement and teaching accountability being mentioned most frequently. Conflicts between teaching and research and pressure to obtain funding for research were the lowest items on the list. Again the leading source of moderate intensity pressure were accountability for teaching and student advisement, with research and scholarship third.

TABLE 4.12: FACULTY
FACTORS REPRESENTING COMMON PRESSURE
(In Percent of all Respondents)

	No Response	Low Intensity	Moderate Intensity	High Intensity
Research Funding	2.2	60.7	28.9	8.2
Teaching Accountability	0.8	28.9	48.1	22.2
Teaching vs. Research	1.4	60.3	26.2	12.1
Class Size	1.3	46.8	31.4	20.5
Student Advisement	1.8	28.7	48.6	20.9
Colleague Pressure	2.8	50.5	28.4	18.3
Research & Scholarship	2.0	42.3	41.2	14.5
Community Service	1.6	42.7	40.6	15.1

Once again, what appears to be most prominent in faculty members' minds is the complex of teaching tasks (advisement and teaching together). Apparently, the faculty feel that about the same pressures operate in their daily work as are present with respect to promotion and tenure.

What we seem to have here is a faculty which is not particularly pressured by research, community or accountability, but are primarily there to teach and see their function as such. The traditional "publish-or-perish" pressures which is so often cited in fiction and much non fiction about academic life apparently does not affect the school of education faculties to anything like the extent that it is reputed to do so.

FACULTY ORIENTATION TOWARD EDUCATIONAL PHILOSOPHIES

The faculty were presented, as were the students, with a series of orientations toward curriculum and asked to indicate their preferences. The results are presented in Table 4.13.

TABLE 4.13: FACULTY ESPOUSAL OF EDUCATIONAL GOALS AND VALUES
(In Percent of all Respondents)

	No Response	Opposed	No Opinion	In Favor
Social Issues Orientation	4.5	13.4	10.0	72.1
Basic Skills	1.9	4.3	4.2	89.6
Problem Solving	1.0	2.1	1.8	95.1
Developmental Psychology	4.1	5.1	11.9	78.8
Subject Specific	3.7	33.5	22.9	39.9
Multicultural Understanding	3.8	13.4	14.6	68.1
Factual Information	3.1	32.9	11.1	52.9
Self-Awareness	4.2	6.1	9.0	80.7

Perhaps the most interesting finding is the strong approval that most of the faculty displayed toward most of the educational philosophies. Social issues, basic skills, problem solving, elemental psychology, multicultural understanding, and self-awareness all were approved by more than two-thirds of the respondents.

The faculty did appear to be somewhat more oriented toward social issues, the development of the individual and the development of the ability to solve problems and understand the cultures of the world, than they were toward the mastery of specific subject matters.

However, the most interesting aspect of these data is that most of the faculty espoused nearly all the educational philosophies which were presented in the questionnaire. The faculties are either eclectic or pluralistic, or perhaps they realize that American education has a variety of purposes for which various methods are appropriate. The notion that educational faculties are dichotomously oriented toward different educational philosophies appears to be dispelled by this survey.

FACULTY PERCEPTION OF IMPROVEMENT NEEDED IN TEACHER EDUCATION

While expressing concern about the burden of counseling students, the faculty criticized counseling consistently.

Forty-six percent of the faculty indicated that they felt that students needed more accurate career counseling information than they receive, and 21.4 percent felt that the present counseling information was adequate.

Similarly, the faculty have doubts about their students' preparation in multi-ethnic and multi-cultural education.

About 19 percent feel that the preparation in multi-ethnic areas is adequate, with 34.2 percent feeling that it is inadequate and about a third believing that it is indifferent. Asked how much attention that they give to multi-ethnic education in their own courses, 11.9 percent indicated that they give no attention to it, 64.9 percent that they give some and 18.9 percent that they give much attention to it.

The faculty's estimate of the capability of their institutions with respect to the teaching of the urban and rural poor was similar to their estimate in the multi-cultural education area. About one fourth indicated that preparation to teach the poor offered by their institution is inadequate. About 12 percent indicated that preparation is very adequate. Ten percent of the faculty said that they give no attention to the education of the poor in their courses, whereas 62 percent indicated that they give some attention, and 23 percent that they give it much attention.

SUMMARY

The faculty members appear to be teaching oriented for the most part. Responses indicated that they are much more clear and consistent about teaching than they were about counseling or the engagement in research and development activities. They sought their jobs in order to be able to do what they presently do, which is to teach graduate and undergraduate students, preparing persons to work in the schools which they know so well. They use a wide variety of instructional techniques in their courses but employ very few of the major technological developments in the clinical preparation of the students.

Many are concerned that the programs are presently inadequate in the areas of multicultural and bilingual education, and many appear to feel that their students are not adequately prepared to teach the urban or rural poor.

They appear to be eclectic or pluralistic in philosophy as befits their need to work with a wide variety of students under difficult and changing school conditions.

CHAPTER FIVE

STUDENTS AS INFORMANTS

STUDENTS AS INFORMANTS

Informaion about the quality of response to the student questionnaire is given in Appendix B. Responses and error rates per item varied quite a bit more than in the case of the faculty questionnaire. Areas of poor quality of response are noted throughout the chapter as appropriate.

Questionnaires were distributed to fifteen students selected randomly from each institution from the roster of students enrolled in student teaching. In most cases student teaching is placed near the conclusion of a program or in a fifth year. Three-fourths (74.6%) are juniors or seniors and 17.1% are in the fifth year. Five-sixths indicated "education" as their major. Eighty-six percent are full-time students. (Since student teaching often requires nearly full-time attendance, we should not assume that this high a proportion are full-time in all years of the college program.)

Altogether 2231 of students from 175 institutions responded to the Student Questionnaire.

The respondents' scores were weighted by strata in terms of under-representation of the original sampling plan. The data described and interpreted in this chapter are tabulations of scores thus weighted. The quality of response was determined with respect to response rate per question (see Appendix B) and in terms of the results of the Case Studies (see Appendix C).

This chapter consists of a partial report of the students' description of themselves, their colleges, their programs of teacher preparation, and their views of teaching and a career in education.

PART I

DEMOGRAPHIC CHARACTERISTICS AND PERSONAL BACKGROUND

Over two-thirds (70.5%) of the students are females. Almost all (98.9%) are United States citizens.

TABLE 5.1

AGE, MARITAL STATUS AND NUMBER OF DEPENDENTS

Age	%	Marital Status	%	Number of Dependents	%
19 or younger	0.1	married	30.5	0	82.2
20-22	5.4	single	66.5	1-2	13.4
23-25	68.7	other	2.3	3-5	3.4
26 or older	25.5				
Totals	99.7*		99.3*		99.2*

*"no response" and "error in responding" accounts for the difference from 100%.

Two-thirds are at least twenty-three years of age (one quarter were 26 or more). About two-thirds are single. (See Table 5.1) Just under 20% have dependents, with about one-fourth of those having more than two dependents.

Almost nine-tenths are Caucasians, about the average for the United States population as a whole. (See Table 5.2)

TABLE 5.2

RACE/ETHNIC ORIGIN

Race/Ethnic Origin	Percent
Black/Negro	7.8
Caucasian	87.5
Asian, Oriental, Pacific Islander	1.2
Hispanic	.6
American Indian or Alaskan Native	.3
Other	1.5
Total	98.9

Eight percent of the respondents identify themselves as Black. It is worthwhile noting that the ethnicity of the students is very close to that picture reported by education unit heads.

A detailed analysis of the influence of socioeconomic status on the financing of college appears in "Financial Issues in Teacher Education" (Washington: Lewin Associates, 1977). Except for the obvious relationship between family income and choice between private and public colleges, socioeconomic status bears relatively little relationship to the methods students use to finance higher education.

Table 5.3 indicates the type of high school the students attended and the size of their communities in which they grew up.

TABLE 5.3

TYPE OF HIGH SCHOOL AND SIZE OF HOME COMMUNITY

Type of High School	Percent	Size of Home Community	Percent
Public	83.2	City - 1,000,000 incl. suburbs	13.7
Private/church related	12.1	City 500,000-1,000,000 incl. suburbs	8.5
Private/Secular	2.6	City - 100,000-500,000 incl. suburbs	14.6
Federally Sponsored	0.5	City - 100,000 incl. suburbs	29.8
Other	0.6	Rural Area	30.3
		Foreign Country	0.9
TOTAL	99.0	TOTAL	97.8

Most attended from public high schools. Curiously, they are both somewhat more urban and more rural than the U.S. population as a whole; about seven percent more from cities of more than 500,000 population and about five percent more from rural areas than the population in general.

Interestingly, nearly 4 percent of the fathers and nearly 10 percent of the mothers are employed as professional teachers (see Table 5.4). About one-fourth of the fathers are professionals or managers and fourteen percent are self-employed. Twenty-nine percent are semi-skilled or skilled laborers. Over one-third are homemakers, and one-fourth are service employees.

TABLE 5.4

OCCUPATION OF PARENTS OF PRESERVICE EDUCATION STUDENTS

Occupation	Father Percent	Mother Percent
Non-skilled laborer	13.8	3.7
Skilled or Technical Laborer	15.3	1.1
Service Employee	14.7	24.4
Administrative or Managerial Employee	13.8	2.5
Professional	13.2	6.3
Professional Teacher	3.8	9.6
Self-employed	14.0	3.1
Homemaker	0.5	36.2
Total	89.1	86.9

Thirty-one and three-tenths percent reported that they have some competence in a language other than English. French and Spanish were the languages mentioned most frequently. Three percent state that they could use French or Spanish as a medium of instruction. Fewer than one percent of the students indicated mastery of another language to the level of competence necessary for instruction. With such a small number of students and faculty displaying language mastery, the problems of implementing bilingual approaches to education appear to be massive.

Nearly five-sixths are attending a college in their home state. Nearly half attend college within fifty miles of their homes and two-thirds within 100 miles.

TABLE 5,5

DISTANCE FROM CURRENT COLLEGE TO HOME

Distance	Percent
Less than 10 miles	22,8
10 - 50 miles	26,4
50 - 100 miles	15,5
100 - 500 miles	26,2
500 - 1000 miles	4.3
1000 - 2000 miles	1,9
Over 2000 miles	1.7
Non Response	1.0
Total	99.8

Previous Higher Education Experience

Nearly a fourth attended a two-year college prior to their present institution, with the majority staying the entire two years. About one-fifth of the respondents report that they attended a four-year institution and transferred prior to their present one (See Table 5.6)

TABLE 5.6

COLLEGE ATTENDANCE PRIOR TO ENTERING TEACHER TRAINING INSTITUTION

(Percent of Respondents)

No Prior College	Two-year College			Other College	Total
	Length of Enrollment				
	2 yrs. or more	1 sem. to 2 years	1 Sem. or less		
57.3	13.4	6.4	2.7	22.3	99.1

Over two-thirds (71.4 percent) report that between 75 and 100% of their course credit earned at prior institutions was transferable to the teacher training institution. (See Table 5.7)

TABLE 5.7

COURSE CREDIT TRANSFERABILITY OF STUDENTS WHO ATTENDED COLLEGES PRIOR TO THEIR PRESENT ONE

(Percent of Respondents)

	Percent of Credits Transferable				
	0-25%	25-50%	56-75%	75-100%	Total
Percent of Students	11.9	7.1	13.3	71.4	100.0

However, nearly twenty percent were unable to transfer credits, possibly because they were changing fields or vocational goals, but the reasons are not clear from the survey data.

Selection of Institution

Students attend their present colleges for a variety of reasons.

TABLE 5.8

FACTORS INFLUENCING PRESERVICE EDUCATION STUDENTS TO SELECT TRAINING INSTITUTIONS

(Percent of Respondents)

	Level of Influence				
Factors	Very Important	Moderately Important	Not Important	No Response	Total
Institutional Reputation	37.7	49.0	11.0	2.3	100.0
Available Programs	68.4	25.1	4.2	2.3	100.0
Convenience to Home	45.4	30.5	21.2	2.9	100.0
Tuition and Living Expenses	54.8	32.6	10.9	1.7	100.0
Parental Opinion	18.7	39.9	37.3	4.1	100.0
Spouse Opinion	9.5	12.3	36.4	41.8	100.0
High School Counselor	4.4	19.4	69.9	6.3	100.0
Availability of Financial Aid	26.0	22.8	45.5	5.7	100.0
Job Prospects	44.2	32.6	18.1	5.1	100.0

Clearly the most mentioned factor reported by the students was the availability of specific programs. The cost of tuition and living expenses were also important to many as was the reputation of the institution. Convenience to home and the prospect of finding a job after graduation were also important to selection. The high school counselor was rarely mentioned as an important factor. The availability of financial aid, the opinion of their parents, and the opinion of their spouse if they are married were important to fewer students. (See "Financial Issues in Teacher Preparation" for greater detail and an analysis of interacting factors.)

Satisfaction

Most students appear to be relatively well satisfied with their colleges and universities. (See Table 5.9)

TABLE 5.9

SATISFACTION WITH CURRENT INSTITUTIONS
(Percent of Respondents)

Influencing Factors	Very Satisfied	Neutral	Very Dissatisfied	No Opinion	Total
Institutional Reputation	60.4	31.6	3.5	4.5	100.0
Social Life	36.7	41.0	10.0	12.3	100.0
Tuition Cost	49.3	35.1	11.3	10.8	100.0
Living Expenses	40.0	39.3	9.9	10.8	100.0
Major Field Courses	66.5	21.9	8.6	3.0	100.0
Other Courses	40.3	44.0	7.0	8.7	100.0
Availability of Financial Aid	29.3	33.9	13.3	23.5	100.0
Job Prospects After Graduation	43.2	34.9	11.8	10.1	100.0

Two-thirds of the students indicated a high level of satisfaction with courses in their major fields. Nearly as many (60.4%) report that they are satisfied with the reputation of their institution, while about half (49.3%) are satisfied with the cost of tuition. The greatest areas of dissatisfaction

(13.3%) were the lack of availability of financial aid, job prospects for employment after graduation (11.8%) and the cost of tuition (11.3%). The extent of present satisfaction is somewhat curious considering the traditional complaints about teacher education curriculums.

About two-fifths of the students are employed while in college, most in areas not directly related to the training they are receiving. Most who work (two-thirds) do so less than twenty hours per week, but one in seven works more than thirty-five hours per week. Curiously, satisfaction is unrelated to the need to work. (The number working during the time of the survey may be less than normal due to the demands of student teaching.)

The chief difference between the costs of college at public and private institutions is tuition. Overall yearly costs of public colleges average about $2600 against about $3600 for private colleges. About one-fifth, on the average, is paid for through grants and scholarships. Oddly enough, many of the students were unaware of some major sources of scholarships.

In general, responses to financial items on the questionnaire were of lower quality than in other areas. (See Appendix B and C.) The case studies indicated some irritation with fiscal items. Response to some items are disturbing. (Have half of the students not heard of the GI Bill?)

Somehow, the impression from scrutinizing the data is that the survey did not, in either student or institutional questionnaire, fully penetrate the mists of personal collegiate finance. (An analysis of the complexity of the situation is presented in "Financial Issues in Teacher Education.")

VIEWS OF THE TRAINING PROGRAM

Program Content

The students were asked their attitude toward different values and orientations in curriculum and curriculum development. (See Table 5.10)

TABLE 5.10
PRESERVICE EDUCATION STUDENTS' ATTITUDE TOWARD DIFFERENT
VALUES IN CURRICULUM DEVELOPMENT
(in percentages)

Curriculum Development Orientations	Supportive	Opposed	No opinion/ No response	Total
Social Issues	62.5	8.5	29.0	100.0
Basic Skills	86.9	4.0	9.1	100.0
Problem Solving/Thinking	89.6	1.8	8.6	100.0
Cognitive Development	49.8	6.2	44.0	100.0
Scientific Inquiry	28.5	26.0	45.5	100.0
Multicultural Understanding	66.5	7.0	26.5	100.0
Factual Overview	60.5	14.8	24.7	100.0
Personal Development	85.2	2.9	11.9	100.0

The non-response rate for this item was very high. The responding students supported most options. Problem solving approaches were favored most often with basic skills and personal development close behind. However, scientific inquiry was opposed by 26.0 percent, almost as many as favored it.

There is a tendency for both faculty and students in teacher education to be somewhat less-oriented toward the "hard content" areas than toward the others (mastery of facts and methods of science).

Student Perceptions of Faculty

Preservice education students clearly believe that they are being taught by the faculty, rather than by other personnel. 61.8% of the students reported that either professors, associate professors or assistant professors taught their professional training courses. Only 8.7% reported the use of instructors with 2.2% reporting that their courses were taught by graduate students. (However, 27.3% of the students stated that they did not know the level or rank of their instructors.)

The students were asked to estimate the ability of faculty members to integrate course content with experience in schools. Methods instructors are seen by 62.6% as the best able to integrate their course content with experience in the schools. (See Table 5.11)

TABLE 5.11
PRESERVICE EDUCATION STUDENTS' PERCEPTION OF THE ABILITY OF EDUCATION FACULTY TO INTEGRATE EXPERIENCE IN SCHOOLS WITH COURSE CONTENT
(Percent of Total)

	Ability to Integrate Content					
Course Areas	Much	Some	Little	Can't State	Missing Cases	Total
Introduction to Education	32.8	13.6	21.2	16.7	15.6	100.0
Educational Foundations	33.7	14.0	24.1	13.9	14.3	100.0
Educational Psychology	44.7	15.2	26.5	6.9	6.7	100.0
Educational Methods	61.5	10.3	14.8	5.9	7.5	100.0

Educational psychology instructors receive somewhat lower ratings, with educational foundations and introduction to education faculty being the lowest.

The Student Teaching Experience

49.0% of the respondents reported that they had completed student teaching while 42.3% of the respondents stated that they were currently involved in the student teaching experience when they completed the questionnaire. Table 22 presents the students' description of the communities and level of placement in which their student teaching took place.

TABLE 5.12

TYPE OF COMMUNITY, TYPE OF SCHOOL AND LEVEL OF PLACEMENT FOR STUDENT TEACHING AS REPORTED BY PRESERVICE EDUCATION STUDENTS (in percentages)

Type of Community	%	Type of School	%	Level of Placement	%
Urban	26.2	Public	85.0	Kindergarten/ Pre-school	2.8
Suburban	21.0	Private	2.2	Elementary	37.3
Small Town	32.5	Campus Laboratory	1.3	Middle School	4.7
Rural	9.5	Federal Govt.	0.9	Jr. High	8.7
Non-response	10.8	Other	0.7	Sr. High	23.7
				Non Response	22.8
Totals	100.0		100.0		100.0

About a third reported that their student teaching was in a small town, with about a quarter (26.2%) reporting an urban setting. Suburban and rural settings were common but less frequent. Nearly all student teaching is in public schools. Relatively few have experience in a junior high school. (A traditional area of neglect.) Interestingly, only 2.8% of the students reported that they obtained experience in kindergarten or preschool settings.

Nearly two-thirds reported that their experience was in self-contained classrooms and about a third indicated that they experienced "open" classrooms. (See Table 5.13)

TABLE 5.13

CLASSROOM ORGANIZATIONAL TYPES DURING STUDENT TEACHING

Classroom Organization Type	Percent
"Self Contained" Classroom	63.7
"Open" Classroom	33.6
Team Teaching Setting	44.0
Differentiated Staffing	6.5
Alternative School	5.1
Other	4.3

There was some confusion in response, for over half reported that they received training to operate in a team teaching setting, but only six percent experienced "differentiated staffing," of which team teaching is one component. It is also not clear whether students viewed teaching with their cooperating teacher to be within the definition of "team teaching."

The students' estimates of the amount of teaching experience of their supervisors and cooperating teachers appear in Table 5.14.

TABLE 5.14

PRESERVICE EDUCATION STUDENT'S ESTIMATES OF ELEMENTARY AND SECONDARY TEACHING EXPERIENCE OF COOPERATING TEACHERS AND COLLEGE SUPERVISORS

Number of years of Elementary and Secondary Teaching Experience	Cooperating Teacher Percent	College Supervisor Percent
0 - 2 years	3.2	2.3
2 - 5 years	14.3	4.9
More than 5 years	67.4	62.5
Don't know	4.4	19.8
No Response	3.3	3.5

The finding of interest is the similarity of the estimates for the two groups, although about a fifth of the students could not estimate the college supervisor's experience, but most of those who could projected an average of more than five years experience for both groups. The faculty are not perceived as inexperienced.

It is often suggested that students are "caught in the middle" between college and school personnel. Thus, students were asked to estimate the similarity and dissimilarity of college and school personnel with respect to various aspects of teaching and the student teaching experience. The results are given in Table 5.15.

TABLE 5.15

PRESERVICE EDUCATION STUDENTS' RATINGS OF THE SIMILARITY OF VIEWS BETWEEN COOPERATING TEACHER AND COLLEGE SUPERVISOR

Area	Rating of View (percent)						
	Similar	Somewhat Similar	Somewhat Dissimilar	Very Dissimilar	Don't Know	No Resp	Total
Allocation of Student Time to Teaching	50.1	20.4	4.7	2.6	10.6	11.6	100.0
Evaluation of Student Performance	49.6	18.6	4.4	2.5	13.3	11.6	100.0
Views of the Education Profession	34.2	25.3	10.5	4.7	13.4	11.9	100.0
Philosophy of Teaching	25.6	27.0	13.6	6.9	15.1	11.8	100.0
Desirability of Innovative Teaching	36.4	23.3	8.9	5.3	14.1	12.0	100.0
Teacher Preparation Program Goals	38.3	22.3	7.3	4.8	15.5	11.8	100.0

Over ten percent did not respond and nearly fifteen percent did not estimate. Of those who did, however, the overall picture is one of similarity. Very few students estimated the views of the two groups to be very dissimilar in any area.

Activities During Student Teaching

The most prominent activity was "solo" teaching of the whole class or a sizeable group within the class. (See Table 5.16)

TABLE 5.16

ESTIMATES OF THE STUDENT TEACHING
TIME DEVOTED TO VARIOUS ACTIVITIES

Activities	Rank
Solo Teaching (Large groups or entire class)	1
Preparation of Classroom Materials	2
Co-Participation in Teaching	3
Observation of Teaching	4
Grading and Administrative Work	5
Other	6
Tutoring	7
One-to-one work with Teacher	7

The next most frequent activity was the preparation of classroom materials with co-participation in teaching (presumably with the cooperating teacher) coming third. The students reported limited amounts of tutoring individual students or working one-to-one with the cooperating teacher. (The time-distribution reflects almost perfectly the profile of experienced teachers' use of time in recent work sponsored by the Institute for Research in Teaching at Michigan State University.)

Students were also asked about perceptions of the factors used in evaluating their student teacher performance (see Table 5.17).

TABLE 5.17

PERCEPTIONS OF FACTORS USED IN EVALUATING STUDENT TEACHING PERFORMANCE

Factor	Percent
Ratings by Cooperating Teachers	86.8
Ratings by College Supervisor	83.6
Ratings by Building Principal	19.9
Self-evaluation	43.0
Written Tests	9.2
Demonstration of Teaching Skills	73.8
Performance of Pupils (children)	35.4
Other	5.0

The students' perceptions were generally congruent with those of the faculty, although students were more conscious of demonstrating teaching performance and believe that performance of students is more taken into account than is probably the case.

The students were also asked to report the training they received in several areas of competence. (See Table 5.18)

TABLE 5.18

DESCRIPTIONS OF TRAINING IN SELECTED AREAS OF TEACHING COMPETENCE

Special Area	No Training	Training in one entire course	Training in less than one course	No Response	TOTAL
Classroom Organization and Management	18.8	18.3	49.0	3.9	100.0
Diagnosis and Remediation of learning disabilities	35.0	20.0	39.8	5.2	100.0
Environmental Education	47.9	6.5	38.0	7.6	100.0
Consumer Education	68.1	4.3	19.3	8.3	100.0
Human and Organizational relations	34.9	13.3	44.8	7.0	100.0
Multi-cultural Education	45.9	7.4	39.4	7.3	100.0

No area was treated extensively (as much as one course) by more than one-fifth of the students. The low position of consumer education reflects the problem of inclusion-exclusion of content in college course patterns. Consumer education does not fall in one academic area. It also is content most professors believe should be covered at the pre-collegiate level. As in the case of many areas of content important to the teacher it "falls through the cracks." Multicultural and environmental education probably are neglected for similar reasons. (Although two-fifths of the students report a course in each.)

Estimates of Competence in Teaching

The students also estimated their competence in several areas of teaching. Non-response ranged between twelve and sixteen percent (See Table 5.19)

TABLE 5.19

PRESERVICE EDUCATION STUDENTS'
SELF-PERCEPTION OF COMPETENCE IN TEACHING
(In Percent of Respondents)

Area of Competence	Confident of ability	More Training Needed	Not Sure	No Response	Total
Classroom Management	65.3	21.1	1.9	11.9	100.0
Teaching in Specialty	65.9	16.9	1.9	15.3	100.0
Diagnosis/Remediation of Learning Problems	15.5	63.2	8.0	13.3	100.0
Relationships with Colleages	76.3	6.5	4.0	13.2	100.0
Using Resources and Special Personnel	49.3	34.3	0.1	16.3	100.0

Of those who responded, few felt that they were unsure (although eight percent were "unsure" about competence in diagnosing learning problems).

Most of the students felt that they were competent in classroom management, teaching in their specialty, and managing relationships with colleagues. They felt less confident to manage resources and special personnel and least competent to diagnose learning problems.

The belief in competence was impressive, especially considering the vast criticism of preservice programs. The picture in the area of diagnosis and remediation of training disabilities, however, is disturbing.

Training for Special Populations

Nearly three-fifths of the students reported that they did their student teaching in areas with significant number of low-income families. However, when asked if they received special training to deal with either urban or rural children (not necessarily low income), only 28.4% reported that they had training to work with rural children and only 21.4% reported that they had special training to work with urban children. (It is interesting to note that more reported receiving special training for rural children.)

In addition, the students were asked whether they had special training to deal with minority children, and whether they felt training was necessary. Over two-thirds of the students did not respond to this question. These data are nonetheless presented in Table 5.20.

TABLE 5.20

PRESERVICE EDUCATION STUDENTS' TRAINING EXPERIENCE AND STATED NEED FOR TRAINING IN SPECIAL AREAS RELATED TO TEACHING MINORITY CHILDREN

Areas of Competence	Need More Training	Need Less Training	Training Appropriate	No Response	Total Percent
History/Culture	23.2	0.4	6.3	70.1	100.0
Language/Literature	23.9	0.3	5.6	70.2	100.0
Special Teaching Methods	24.2	0.1	5.5	70.2	100.0
Special Learning Needs	26.0	0.2	4.5	69.3	100.0
Special Curriculum & Materials	22.6	0.7	6.0	70.7	100.0
Personal Experiences	23.9	0.2	5.5	70.4	100.0
None of Above/Other	1.5	0.0	0.5	98.0	100.0

The picture is disturbing. Apparently almost all students do not feel adequately trained to diagnose learning disabilities, work with the urban or rural poor, or understand and teach minority children.

Supervisory Techniques

Both students and faculty were asked about the frequency with which several types of technically-based, highly publicized techniques of supervision and clinical training were used. Table 5.21 presents the comparison of perceptions.

Many more of the faculty failed to respond to the item, probably because almost all students engaged in student teaching while faculty from foundation departments often do not supervise students.

Otherwise, the reports were similar in many areas. Most of the techniques are simply not used extensively.

An area of dissimilarity is the use of "structured" observation techniques, which is seen by only 7.5% of the students as extensively used, against 23.4% of the faculty. The Taxonomy of Educational Objectives is believed to be employed extensively by twice as many faculty as students and the students report much less use of microteaching.

Clearly, the most promoted recent developments in supervision are not widely used. (See Chapter Four for discussion of the use of supervisory techniques.)

TABLE 5.21

A COMPARISON OF THE PERCEPTIONS OF PRESERVICE EDUCATION STUDENTS AND PROGRAM FACULTY OF THE SUPERVISORY TECHNIQUES USED IN
(in percentages)

	Video Tape		Audio Tape		Micro Teaching		Simulation		Observation		Taxonomy		Questioning Strategies		Sensitivity Training		Other	
	St.	Fac.	St.	Fac.	St.	Fac.	St,	Fac,	St.	Fac,	St,	Fac,	St,	Fac,	St.	Fac,	St.	Fac,
Not used	44.8	18.3	29.3	10.6	55.5	14,3	32,0	12,6	26,3	5.4	42,9	8,6	12,1	2.1	37,3	21.4	3.2	0,0
Occasional Use	22.4	24.5	29.2	28.1	13.8	17.3	26.6	25.3	25.6	12.6	14.3	17.3	16.0	13.1	19.3	16.2	0.7	1.0
Moderate Use	13.0	13.7	18.2	15.4	9.0	15.1	15.7	11.4	18.5	17,8	12,8	15.9	26.2	17.1	14.2	6.3	11.3	0.2
Extensive Use	5.6	2.1	9.6	7.1	3.7	6.4	7.0	3.7	7.5	23.4	7.6	16.5	27.5	26.6	6.5	4.1	2.9	3.6
No Response	14.2	41.4	13.7	38.8	18.0	46.9	18.7	47.0	22.1	40.8	22.4	41.7	18.2	41.1	22.7	52.0	91.9	94.7
Totals	100.0	100.0	100.0	00.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

ESTIMATES OF THE FUTURE

General Career Plans

Nearly all of the students intend to teach and most are positive toward education as a career area. Almost 80 percent of the responding students indicated that they intended to pursue a career in education upon completion of their program. Only 14.8% stated that they did not plan to teach, Graduate school heads the list of reasons for not planning a career in teaching. Only 2.3% cited lack of employment opportunity in teaching as the reason for not pursuing a career in teaching, and only 1.4% expressed negative attitudes toward teaching as a career.

The student teaching experience apparently had a positive effect on most students' liking for teaching. (See Table 5.22)

TABLE 5.22

PRESERVICE EDUCATION STUDENTS' PERCEPTION OF
EFFECT OF STUDENT TEACHING ON CAREER PLANS

Factor		Percent
More Likely to Teach		60.3
Less Likely to Teach		5.6
No Effect		11.2
Uncertain of Effect		10.3
No response		12.6
	Total	100.0

Over 60 percent stated that the student teaching experience made them more likely to pursue teaching as a career in education, while only 5,6% stated that it had a negative effect.

About five-sixths indicated that they hope to teach in public schools.

The students' indication of "ideal" and "probable" locations for teaching are presented in Table 5.23.

TABLE 5.23

PRESERVICE EDUCATION STUDENTS' STATEMENTS
OF IDEAL AND PROBABLE COMMUNITIES IN WHICH TO TEACH

Type of Community	Ideal (percent)	Probable (percent)
Urban	11.9	16.6
Small city or town	33.9	24.5
Suburban	22.2	16.7
Rural	9.3	9.5
Multiple Response	16.2	15.6
No Response	6.4	17.1
Total	100.0	100.0

Small cities and towns were the first choice of one-third with suburbs second and urban areas fourth. The expectations have the same rank, but some who would prefer small cities and suburbs expect to find employment in the city.

Preferred and Expected Class Sizes

TABLE 5.24

PRESERVICE EDUCATION STUDENTS' STATEMENTS OF
IDEAL AND PROBABLE CLASS SIZE
IN WHICH TO TEACH

Class Size	Ideal (Percent)	Probable (Percent)
Less than 10	13.0	2.3
10-15	21.8	4.2
16-20	32.0	5.6
21-25	18.3	19.1
26-30	3.5	30.7
More than 30	1.0	15.7
Multiple response	6.7	9.4
No response	4.3	15.0
Total	100.0	100.0

The students clearly would prefer much smaller class sizes than they expect to work with (See Table 5.24). Nearly two-thirds would prefer classes of 20 or less, while only about one-tenth expect reality to conform with that expectation.

Ideal and Preferred Type of Classroom Organization

About half of the students expect to work in a self-contained classroom (see Table 5.25) and most of those would prefer that situation.

TABLE 5.25

PRESERVICE EDUCATION STUDENTS' STATEMENTS
OF IDEAL AND PROBABLE TYPE OF CLASSROOM
ORGANIZATION IN WHICH TO TEACH

Type of Classroom Organization	Ideal (Percent)	Probable (Percent)
Self-contained classroom	42.7	51.3
Open Classroom	13.9	6.0
Team Teaching Situation	13.1	5.0
Differentiated Staff Situation	2.6	2.6
Alternative School	2.6	1.4
Other	2.6	1.9
Multiple Response	14.6	9.6
No response	7.9	22.2
Totals	100.0	100.0

More would like to work in open classrooms or team teaching situations than expect to. Very few prefer alternative schools and fewer expect to find one to work in. As a whole, they prefer more options than they expect to find.

Who Would the Students Like to Teach?

Over one-fourth of the students would prefer to work with students from multiple ethnic groups and races. (See Table 5.26). Most of these expect to do so. However, fully two-fifths (almost all of them Caucasians) would prefer to work with white children.

TABLE 5.26

PRESERVICE EDUCATION STUDENTS' STATEMENTS OF IDEAL AND PROBABLE TYPES OF CHILDREN TO TEACH

Type of Child	Ideal	Probable
White	42.7	34.4
Black	4.1	4.8
Hispanic	0.9	1.2
Asia, Oriental or Pacific Islander	0.6	0.4
American Native or Alaskan Native	1.1	0.6
Other	9.0	6.4
Multiple Response	29.0	26.4
No Response	12.6	25.8

Clearly, a large number of students have not become oriented toward teaching in a pluralistic setting.

Perceptions of the Job Market

Two-thirds of the students believe that faculty members, counselors and placement officers are fairly efficient in the provision of information concerning the availability of jobs. About the same proportion feel thay have adequate information to make career plans.

Students receive career information from a variety of sources. University placement officers, faculty, and practicing teachers are the chief sources with friends and the media being next.

Despite their endorsement of counselling agents and their self-confidence many students were unable to estimate the job market in areas other than elementary and secondary education. (Table 5.27)

TABLE 5.27

PRESERVICE EDUCATION STUDENTS' PERCEPTION OF SUPPLY AND DEMAND CONDITION OF JOB MARKET IN TEACHING AREAS AND SPECIALTIES (Percent)

Teaching Area and Specialty	Supply Exceeds Demand	Supply and Demand Equal	Demand Exceeds Supply	No Judgement
General Elementary	67.9	6.1	7.0	19.0
General Secondary	64.8	5.2	6.1	23.9
Special Education	21.0	19.0	32.9	27.1
Subject Matter Specialist	22.1	16.7	18.3	42.9
Occupational & Vocational Ed.	15.2	16.8	21.5	46.5
School Support Service	9.0	9.1	9.1	72.8
Bilingual Education	7.9	6.4	32.8	52.9
Early Childhood Education	29.3	14.7	14.1	41.9
Native American Education	5.7	2.8	34.1	57.4
Teachers Trained for Urban Schl.	24.3	9.5	16.0	50.2
Teachers Trained for Rural Schl.	21.8	11.6	14.9	51.7
Teacher Trained for "Open" Schl.	16.4	11.7	21.1	50.8
Teachers Trained for Specific Ethnic Groups	9.1	4.5	33.5	52.9

Many who made judgments appear to be fairly realistic.

Perceptions of Teaching as a Career

The students were asked to specify the factors which have influenced their selection of teaching as a career and desire to continue with it (See Table 5.28)

TABLE 5.28

FACTORS INFLUENCING PRESERVICE EDUCATION STUDENTS' SELECTION OF TEACHING AS A CAREER

(in percentages)

Factor	En-couraged	Little or No Effect	Dis-couraged	No Opinion	Total
Salaries	11.3	64.3	24.3	0.1	100.0
Job Security	40.8	42.9	16.0	0.3	100.0
Parental Attitudes	38.1	55.6	6.0	0.3	100.0
Spouse Attitudes	19.4	78.0	2.5	0.1	100.0
High School Teacher(s) Attitudes	41.3	52.3	6.4	--	100.0
Arts & Science Professors	20.8	72.5	6.7	--	100.0
Education Professors	44.7	47.8	7.1	0.4	100.0
Desire to work with children	91.6	6.4	1.3	0.7	100.0
Likelihood of obtained job	31.9	31.2	36.5	0.4	100.0
Status of Teaching Profession	36.5	49.3	14.1	0.1	100.0
Hours and Vacations	64.9	31.1	3.5	0.5	100.0

Overwhelmingly (91.6%) the most influential factor was the desire to work with children. Second was the hours and the vacations that are available to teachers. Other positive influences were education professors themselves (44.7%), high school teachers (mentioned by 41.3%) and the job security of a teaching position (40.8%). The likelihood of obtaining a job apparently discouraged about one-fourth, salaries received by teachers negatively affected one-fourth, and the professional status of the teaching profession was viewed as negative by 14.1%.

Job Satisfaction

The students were asked to assess how important several factors are to job satisfaction in general, and the degree to which teaching is likely to be fulfilling. (See Table 5.29)

TABLE 3.29

IMPORTANCE OF SPECIAL FACTORS TO JOB SATISFACTION AND DEGREE TO WHICH TEACHING FULFILLS THEM

Level of Importance					Satisfaction of Teaching			
No Response	No Imp.	Mod. Imp.	Very Imp.	Job-Related Factors	Teaching Excellent	Teaching Adequate	Teaching Poor	No Response
6.1	3.1	53.7	37.1	Good Income	9.2	50.1	32.4	8.3
6.0	2.4	34.6	57.0	Job Security	25.3	55.2	11.1	8.4
7.0	14.1	44.0	34.9	Opp. for Promotion	11.3	46.5	33.3	8.9
6.4	1.8	25.8	66.0	Freedom of decisions	27.1	52.3	11.3	9.3
6.2	1.3	6.7	85.8	Important Work	76.8	12.2	2.4	8.6
6.0	1.2	9.5	83.3	Challenging Work	77.5	11.2	2.7	8.6
6.1	0.8	4.6	88.5	Work I do Well	72.3	17.3	1.6	8.8
6.7	1.7	16.7	74.9	My Specialty Area	65.0	22.2	2.8	10.0
6.7	14.7	53.2	25.4	Flexible Hours	17.8	40.0	20.0	22.2
6.4	2.0	30.1	61.5	Friendly Co-workers	38.0	48.4	3.4	10.2
7.0	24.0	51.1	17.9	Pressure Free Job	9.3	53.1	26.8	10.8
6.5	5.4	35.5	52.6	Pleasant Supervisors	23.2	56.6	6.5	13.7
7.2	57.7	26.3	8.8	Job with Power	10.2	41.7	33.3	14.8
6.9	8.4	40.5	44.2	Exciting Work	45.3	38.3	7.5	8.9
7.1	46.4	37.0	9.5	Status Job	15.2	53.0	18.9	12.9
7.6	11.3	47.5	33.6	Convenient for Commuting	22.9	56.8	5.0	15.3
6.9	12.2	38.0	42.9	Job Well Spelled Out	34.6	47.3	7.0	11.1
14.4	23.9	24.7	37.0	Job Coordinates with Schedule of Children	40.5	31.9	7.9	19.7

Many view a teaching position as one that fairly well meets their requirements for job satisfaction. Most important, for a job to be satisfying, it must be viewed as important work (according to 85.8%) and most view teaching to be important (76.8%).

The level of challenge of a job is also important (83.3%) and teaching is viewed to be challenging (77.5%). Perspective teachers view performance of tasks that one does well as important (88.5%) and most view teaching as a profession that they can do well (72.3%).

Few of these students feel a need to have a job that entails the exercise of power (8.8%) and they do not view teaching as a power-laden profession. Similarly, the evidence little need for high status positions and they do not perceive teaching as offering a great deal of status.

There were, however, some interesting differences between what they believe is important to job satisfaction and their perceptions of what teaching offers. The freedom to make professional decisions was seen as an important factor to satisfaction by two-thirds of the students, yet only one-fourth saw teaching as a profession in which they could exercise that freedom (27.1%). Similarly, many (three-fifths) saw the existence of friendly coworkers as an important factor in job satisfaction, yet only two-fifths see teaching as particularly strong in that area. Finally, as one might expect, over 90% of the respondents saw the need for a good income as either moderately or very important but only 60% thought teaching was an adequate or excellent choice with respect to salary.

Perceptions of the Job Market

Two-thirds of the students believe that faculty members, counselors and placement officers are fairly efficient in the provision of information concerning the availability of jobs. About the same proportion feel they have adequate information to make career plans.

Students receive career information from a variety of sources. University placement officers, faculty, and practicing teachers are the chief sources with friends and the media being next.

Despite this endorsement of counselling agents and their self-confidence, many students were unable to estimate the job market in areas other than elementary and secondary education. (See Table 5.27)

CHAPTER SIX

THE PERSPECTIVE OF THE PROGRAM CHAIRPERSON: PRE-CLINICAL COMPONENTS

The education unit heads were asked to distribute a "program questionnaire" to appropriate persons (chiefly department chairpersons) to explore the nature of the programs (see Appendix A for a copy of the questionnaire).

This questionnaire explored the perspective of the program chairperson on program and structure (pre-clinical and clinical).

Altogether, 522 program questionnaires were received. The items were coded into 398 variables. In Appendix B are data about response rates and errors per variable and types of error per item cluster.

The data were cross-tabulated by department and stratum. Because the larger institutions contain more departments, stratum comparisons are most interesting within the more common departments, especially elementary, secondary, and special education.

The overall picture was one of considerable homogeneity of general program structure (number of courses taken, placement and types of clinical experiences, etc.). We conjecture that certification and accreditation procedures have pulled the institutions into similar patterns of overall structure.

OVERVIEW

This section of the report examines along several dimensions the views of the heads of programs which prepare teachers:

1. Admission to specialty. The question of enrollment controls, the types of criteria used in screening prospective teachers, the different times at which students are admitted, and who is involved in this admissions process are discussed.

2. Next, distinct value orientations are examined in terms of their impact on different preparation programs. A review is made of organizational patterns in terms of general studies, professional sequence and the clinical component,

including the use of explicit program goals and objectives, and preassessment procedures for students, variation in instructional format and the implementation of competency-oriented principles of training.

3. Finally, in Chapter Seven the critical clinical component of teacher preparation is examined in depth. The variety and extent of clinical activities, the scope and nature of supervision provided both by the college and the school, guidelines for training and selecting supervisors, and reciprocal working relations between colleges and the schools are studied. This section of the report concludes with an overview of the type and extent of change occurring in teacher preparation programs and impressions of what will happen to those students currently enrolled in these programs.

WHEN ARE STUDENTS ADMITTED AND ON WHAT BASIS?

Time of Student Admissions

About 22 percent of the institutions indicated that students are admitted to teacher education programs as freshmen with the greatest percentage of freshmen admissions in subject specialities (45.7%), and vocational education (39.5%). Admission of sophomores to teacher education programs was indicated by 21.3 percent of the respondents and as juniors by 28.8 percent. (See Table 6,1)

Table 6.1

YEAR IN WHICH STUDENTS ARE ADMITTED TO PROGRAM

Program	Freshmen	Sophomore	Junior	Senior	Fifth Year
All Departments	21.5	21.3	28.8	1.1	9.1
Elementary Education	14.4	20.6	45.4	0	4.1
Secondary Education	13.7	23.2	36.8	2.1	5.3
Special Education	17.9	21.4	25.0	1.8	14.3
Vocational	42.6	12.8	21.3	2.1	0
Subject Specialist	42.6	18.0	19.7	1.6	3.3

Heads of elementary and secondary programs report that the junior year is the most common time of admission to the teacher education program; 41.9% of the elementary programs and 34.0% of the secondary programs reflect this practice. As would be expected, there are very few admissions in the senior year, but fifth year programs are available to students having completed studies in other areas. This is especially true in Special Education (17.5%) and Elementary Education (9.1%). Thus, on the basis of the 80% of the sample who responded to this item, it appears that the junior year is most common. However, entrance to teacher education programs as freshmen and sophomores is also common and fifth year opportunities exist as well.

About 22 percent of the institutions indicated that students are admitted as freshmen with the greatest percentage being in subject specialties (about 46%), and vocational education (about 39.5%) with few other interdepartmental differences. Admission of sophomores was indicated in 21.3 percent of the cases and as juniors in 28.8 percent of the cases, with the largest percentage there being in elementary education (42% of the department).

About 70 percent of the programs indicated that there is a formal selection process to the programs with few departmental differences. About 26.4 percent indicated that there was no formal selection process. (See Table 6.2)

Sixty percent indicated that the grade point average of the student from previous courses taken in the institution or some other institution were considered, and fewer than 20 percent used a standardized examination, again with few departmental differences. Somewhat over half used recommendations (54.3%) with few interdepartmental differences there. A personality assessment of some sort is used in about 25 percent of the departments and experience with children, interestingly enough, is used in about a quarter of the cases (and in 41% of the special education programs). About 20 percent include an autobiographical statement as part of the admission process. Almost none of the programs use a loyalty oath (1.3%), in contrast with the practices of about 25 years ago. English proficiency is used by about 35 percent of the programs with the leaders in that area being the elementary and secondary academic subjects. Speech proficiencies considered in 27.9 percent of the cases and 42.8 percent of the elementary education programs include a speech test. High school grades are taken into account by fewer than 10 percent of the programs, but an interview is utilized by somewhat more than one-third of the programs with special education being the highest at 44.8 percent.

With respect to the rank of the criteria, the grade point average was ranked first by almost 40 percent of the programs and the interview was ranked first, second or third by about a third of the programs (ranking first a little less than 10% of the time). Examinations were not prominent in the admission process with only 3.5 percent using them ahead of all other criteria and only about 13 percent ranking them among the first three criteria.

TABLE 6.2

FACTORS CONSIDERED IN THE PROCESS
OF FORMALLY ADMITTING STUDENTS TO THE PROGRAM
(Percent of Programs Responding)

	Considered		Rank		
Factors	Yes	No	Most important	Next most important	Third most important
College GPA	61.2	38.8	39.1	7.9	4.8
Standardized exam	18.1	81.9	3.5	6.1	3.0
Recommendations	54.3	45.7	9.3	13.0	12.9
Personality assessment	25.5	74.5	4.3	2.8	5.0
Experience with children	24.8	75.2	2.7	7.2	4.6
Autobiographical statement	20.1	79.9	0.6	2.9	3.5
Loyalty oath	1.3	98.7	0.7	1.1	--
English proficiency	35.5	64.5	4.9	7.4	8.4
Speech proficiency	27.9	72.1	3.1	4.3	3.9
High school grades	8.7	91.3	1.7	2.1	0.8
Personal interview	34.4	65.6	10.5	5.8	5.5
Other	19.4	80.6	8.8	5.2	1.6

Parties Involved in the Formulation of Admissions Policy

Arts and science faculty were reported to be involved by only 20 percent of the programs with the highest being the secondary education academic programs (27%), and the lowest being vocational education (2.5%). The education administration was involved in admission in almost half of the cases with very few interdepartmental differences and the education unit faculty outside the program were involved in only about 20 percent of the cases. (See Table 6.3)

The head of the program itself was heavily involved in the admission process in somewhat fewer than half of the cases with the highest area being special education

(60%). The program faculty were involved in about half the cases with very few differences across program except that in elementary education nearly two-thirds of the faculty were involved in determining criteria. The director of student teaching was reported to be influential in about 30 percent of the programs.

The local education agency suggested criteria for admission in fewer than 10 percent of the programs reporting. Community representatives were involved in fewer than five percent of the cases.

TABLE 6.3A

PERSONS INVOLVED IN FORMULATING ADMISSIONS POLICY FOR PROGRAMS
(In Percent of all Programs Combined)

Role Group	INVOLVED IN PROCESS	
	YES (percent)	NO (percent)
Program Faculty	49.1	50.9
Education Faculty Outside Program	19.3	80.7
Arts and Sciences Faculty	20.0	80.0
Head of this Program	44.8	55.2
Director of Student Teaching	29.6	70.4
Overall Education Administrator	47.4	52.6
Student Representatives	19.2	80.8
LEA Representatives	9.5 N.B.	90.5
Community Representatives	4.7	95.3

In summary, admissions criteria are most often established by education faculty in consort with Deans and their own departmental chairpersons. The Director of Student Teaching or Clinical Experiences is also a frequent participant in this process. Faculty outside of the specific program of preparation, whether in education or the Arts and Sciences, and students, are involved in only about one in five institutions. Involvement of the local school and community is less common.

TABLE 6.3B

PERSON INVOLVED IN FORMULATING ADMISSIONS POLICY FOR PROGRAM, BY DEPARTMENT

GROUPS	Total		Elementary Education		Secondary Education		Special Education		Vocational		Subject Specialist		School Service		El.Special Education		El.Subject Specialist		Elementary Service		Secondary Specialist		Secondary Vocational		Sec. Subj. Specialist		Secondary Service	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
A & S Faculty	20.0	80.0	17.0	83.0	26.9	73.1	12.5	87.5	2.5	97.5	14.8	85.2	15.6	84.4	21.2	78.8	--	100.0	100.0	--	29.0	71.0	33.1	66.9	32.1	67.9	100.0	—
Education Unit Admin.	47.4	52.6	53.0	47.0	39.6	60.4	51.8	48.2	43.0	57.0	34.3	65.7	65.3	34.7	42.3	57.7	85.9	14.1	100.0	—	52.7	47.3	30.5	69.5	84.8	15.2	100.0	—
Education Unit Faculty-Outside	19.3	80.7	21.0	79.0	12.0	88.0	16.9	83.1	26.7	73.3	10.7	89.3	12.0	88.0	21.2	78.8	35.9	64.1	--	100.0	5.4	94.6	30.5	69.5	67.6	32.4	100.0	—
Head of Program	44.8	55.2	51.6	48.4	40.7	59.3	60.2	39.8	39.7	60.3	38.7	61.3	33.3	66.7	50.0	50.0	71.8	28.2	--	100.0	23.7	76.3	71.8	28.2	66.0	34.0	100.0	—
Education Unit Faculty - Inside	49.1	50.9	64.2	35.8	47.1	52.9	53.9	46.1	42.5	57.5	31.6	68.4	51.2	48.8	57.2	42.8	85.9	14.1	--	100.0	5.4	94.6	51.5	48.5	71.2	28.8	100.0	—
Director of Student Teaching	29.6	70.4	30.3	69.7	39.6	60.4	22.2	77.8	34.6	65.4	13.8	86.2	1.5	98.5	14.0	86.0	35.9	64.1	100.0	--	—	100.0	61.6	38.4	39.8	60.2	100.0	—
LEA Representatives	9.5	90.5	12.4	87.6	9.8	90.2	8.2	91.8	2.2	97.8	3.6	96.4	13.0	87.0	22.1	77.9	35.9	64.1	--	100.0	23.7	76.3	3.0	97.0	18.8	81.2	—	100.0
Community Representatives	4.7	95.3	3.2	96.8	7.3	92.7	1.1	98.9	5.6	94.4	0.3	99.7	15.6	84.4	8.1	91.9	35.9	64.1	—	100.0	--	100.0	--	100.0	—	100.0	—	100.0
Student Representatives	19.2	80.8	26.5	73.5	18.9	81.1	30.7	69.3	10.8	89.2	9.9	90.1	10.2	89.8	22.1	77.9	35.9	64.1	—	100.0								

TABLE 6.4

DEPARTMENTAL DETERMINANTS OF PROGRAM SIZE

(In Percent of Respondents)

METHODS	Elementary Education		Secondary Education		Special Education		Voca- tional		Subject Specialist		School Service		Elementary Special Education		Elementary Subject Specialist		Elementary Service		Secondary Special		Secondary Vocational		Secondary Subject Specialist		Secondary Service		Other	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Studies of children as future pupils	9.1	90.9	9.4	90.6	31.4	68.6	0.4	99.6	6.9	93.1	15.6	84.4	14.0	86.0	--	100.0	—	100.0	—	100.0	23.7	76.3	—	100.0	—	100.0	16.5	83.
Consultation with State Education Agency	17.4	82.6	15.5	84.5	51.6	48.4	24.1	75.9	5.0	95.0	26.2	73.8	22.1	77.9	—	100.0	--	100.0	23.7	76.3	36.1	63.9	—	100.0	100.0	—	8.5	91.
Consultation with Local Education Agencies	15.8	84.2	11.1	88.9	35.8	64.2	9.0	91.0	0.7	99.3	22.4	77.6	22.1	77.9	35.9	64.1	--	100.0	29.0	71.0	—	100.0	—	100.0	100.0	—	14.7	85.
Surveys of graduate employment rates	24.7	75.3	25.7	74.3	47.2	52.8	19.3	80.7	13.7	86.3	23.9	76.1	27.9	72.1	—	100.0	—	100.0	29.0	71.0	36.1	63.9	7.4	92.6	100.0	—	23.4	76.
Mandated by Public Authority	6.4	93.6	13.1	86.9	15.5	84.5	5.3	94.7	1.9	98.1	14.5	85.5	8.1	91.9	—	100.0	--	100.0	23.7	76.3	10.2	89.8	—	100.0	—	100.0	13.9	86.
Funds currently available	30.6	69.4	17.2	82.8	38.4	61.6	22.8	77.2	18.7	81.3	19.7	80.3	36.0	64.0	35.9	64.1	--	100.0	23.7	76.3	36.1	63.9	33.6	66.4	100.0	—	31.4	68.
Student Decisions to enter	82.2	17.8	82.4	17.6	68.1	31.9	72.3	27.7	93.5	6.5	77.5	22.5	64.0	36.0	100.0	--	100.0	—	76.3	23.7	53.8	46.2	81.2	18.8	100.0	—	83.6	16.

Clearly, maximum enrollment is determined primarily by the number of students who decide to enroll (See Table 6.4) More than 80% of the institutions indicated that maximum enrollment in programs was a direct function of student decisions to enter the program. This is especially true in those programs which graduate the majority of teachers--elementary and secondary. Those programs preparing more specialized types of teachers appear to employ somewhat more complex admission procedures. For example, student decision to enter is considered in 69.0% of those programs preparing special educators and in 53.8% of those programs preparing secondary vocational teachers. Eighty-seven percent of all types of programs indicated that population studies or projections of children as future pupils in schools were not used in determining teacher education enrollments. Special education was the chief exception, with 31% of those programs reporting that such studies were used in deciding enrollments.

Similarly, consultation with state departments of education was rare except again, in the case of special education, where about half of the departments reported that consultation with state departments was influential in their determination of the number of students to enroll. Consultation with local education agencies was even more infrequent except in departments focusing upon subject specific areas in elementary education (namely the production of reading specialists, and art, music, and physical education teachers). Surveys of employment rates of recent graduates were utilized by only about a fourth of the programs. Once again, special education was the exception, with almost half of the special education programs using these data. Available monies was also reported to be employed in determining enrollment by only about one-fourth of the respondents.

In summary, student decisions to enter programs effect total enrollment more than any other factor. This condition prevails across all types of institutions and departments reporting. Decisions about maximum enrollment varies somewhat by department and stratum.

Academic Requirements Within the Curriculum

In Table 6.5 a comparison is made of the relative time given to general studies, professional studies and clinical or field experiences within preparation programs. The credit hours estimates themselves are somewhat confounded because distinctions between semester and quarter hours were not always made in the data reported. However, the ratio of time spent in each respective program component is probably an accurate representation of the attention given to each. The general studies component is generally slightly larger than the professional studies sequence and clinical component combined. The professional studies reflects about a two to one ratio of coursework to field experience. These data support the often-recited need for more attention to the general studies component when improvement of teacher education programs is considered. There appears, however, to be a greater balance between courses in the Arts and Sciences and those in education and between education coursework and field experiences than generally acknowledged. The concept of teacher preparation as basically "coursework" and "Arts and Sciences-oriented" is not supported by these data.

Table 6.5

RELATIVE CREDIT-HOUR REQUIREMENTS
IN MAJOR PROGRAM COMPONENTS

Program Component	CREDIT-HOURS REQUIREMENTS (weighted average across programs)
General Studies	64.5
Professional Studies	32.6
Clinical/Practical Experiences	15.89

Table 6.6

AVERAGE CREDIT-HOUR REQUIREMENTS BY PROGRAM*

DEPARTMENT	GENERAL STUDIES	PROFESSIONAL STUDIES	CLINICAL/PRACTICAL EXPERIENCES
Average Across Departments	61.18	35.84	18.12
Elementary Ed.	70.1	36.5	15.5
Secondary Ed.	64.1	19.3	12.4
Special Ed.	57.6	46.3	25.2
Occupational/Vocational	56.6	32.9	21.8
Subject Specialist	57.5	44.2	15.7

*This table has been generated to show the five major training programs; data were also reported for numerous other preparation programs.

When program components are reported by program (Table 6.6) one can see that programs preparing elementary teachers who work in a number of disciplines or content areas include the largest General Studies component. Interestingly, elementary teacher trainees, as well as those in other departments, take more than twice as much coursework in professional studies and engage in much more field work than do their counterparts in secondary education. It should also be noted that programs preparing teachers for various aspects of occupational/vocational education and as subject specialists have professional studies components which approximate the size of the general studies component and are, in fact, larger when the related clinical or field experiences are included.

PROGRAMMATIC VALUE ORIENTATIONS

Teacher preparation programs can be given direction not only by their general organizational structure but in terms of a dominant orientation about teaching and learning as well.

Administrative heads then were asked whether their teacher education programs had a dominant philosophical orientation. These persons were asked the degree to which programs were influenced by such concerns as cross-cutting social issues, mastery of basic skills, acquisition of problem-solving skills, developmental psychology, multi-cultural understandings, structure of the disciplines, academic knowledge or personal awareness. No one value orientation dominated curricular and instructional practices in preparation programs. Each value orientation identified was espoused strongly by all types of departments. However, there were differences. Most supported was a personalistic view of education, where the basic goal of education is to help students become more aware of themselves as people and to understand the meanings of their feelings and actions. This was perceived by about 90% of the administrative heads as an important consideration in their programs. A large proportion (77%) indicated that it is essential for pupils to master the basic skills and more than nine-tenths indicated that the basic aim of education is to improve the general problem-solving skills of pupils. About two-thirds of the program heads indicated that their departments support the position that curriculum should be organized around the major social issues of the time. There were very few departmental differences. Each of the above points of view were reported to be approached in a balanced perspective. Almost four-fifths of the department heads believed that developmental psychology was a major influence on their curriculum.

The view that academic disciplines have their own distinctive modes of inquiry and that schools should teach pupils how scholars operate was not as accepted as the other orientations. Only about 50% of the programs were perceived by the department heads to be structured from that position. This orientation was least popular among programs preparing elementary education specialists (36%) and much more prevalent for preparers of subject matter specialists. (As in the case of faculty and students, program heads were less supportive of the academic reform movement goals than they were of the other major value orientations with the exception of those program heads responsible for the preparation of persons in the academic disciplines).

About three-quarters of the program heads indicated that multicultural education was a major concern in their programs (a support not borne out in practice). The factual mastery of subject matter was seen as important by almost two-thirds of the departments with the most notable inter-departmental difference being in elementary education programs, where only about 50% of the respondents indicated that their program places a priority on this overarching goal.

In summary, teacher preparation programs are perceived by administrative heads as responsive to all of the major orientations towards schooling presented in the survey. Certainly no one philosophic position is seen as dominant to the exclusion of others. Personal, social, and cultural concerns as well as cognitive skills and basic knowledge, are attended to, from the perspective of department heads. Academic emphases are the least popular.

COMPETENCY BASED TEACHER EDUCATION

A movement toward a systematic behavioral approach to teacher preparation was begun in 1968 and has been widely publicized and accompanied by considerable development and dissemination in the intervening years* The effects of the movement on programs was assessed in a series of questions designed to determine the extent to which various curricular elements were constructed from a behavioral orientation.

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*Gage, N.L. and Winne, Philip H. "Performance-Board Teacher Education" Teacher Education: Seventy-fourth Yearbook of the NSSE. Chicago: 1975.

Joyce, Bruce; Wald, Rhoda, and Weil, Marsha. Models of Teaching in Teacher Education: "An Evaluation of Instructional Systems," Interchange (Winter 1974).

PROGRAM GOAL OBJECTIVES

Almost 60% (57.4) of the programs have a written statement of objectives which has been formally adopted by the program staff (see Table 6.7). Another 9.2% of the department heads indicated that such a statement exists but has not yet been given formal approval. Almost 20% (17.7) indicated that the process for the development of such a statement has begun. Only 13% of the department heads reported no formal statement of competencies or learning objectives for their trainees. Thus, in the opinion of the heads of the various education programs, competency- or objectives-oriented statements are commonly utilized as part of the program planning and implementation process.

Table 6.7

STATUS OF WRITTEN STATEMENT OF LEARNING OBJECTIVES
OR COMPETENCIES TO BE ATTAINED BY STUDENTS*

	Percent
Statement has been adopted	57.4
Statement exists without formal approval	9.2
Statement development has begun	17.7
No formal statement	13.0

*Where percentages do not add up to 100%, the difference reflects non-response.

Those heads of departments who indicated they had written statements of objectives were presented with three alternative definitions of learning objectives or competencies and asked to indicate which of these most closely approximated their specific situation (see Table 6.8). Non-response to this item was high (about one-third).

Table 6.8

WRITTEN TYPES OF LEARNING OBJECTIVES OR COMPETENCIES TO BE ATTAINED BY STUDENTS*

	Percentage of All Respondents
Definition A: Competency statements describe learner outcomes to be expected from the performance of profession-related functions (e.g., pupils of our teacher trainees will ask content-related questions).	19.4
Definition B: Competency statements describe profession-related skills to be possessed by the trainee (e.g., trainee can administer, score and interpret reading readiness tests of pupils).	36.9
Definition C: Competency statements describe knowledge that is related to professional functions (e.g., trainee can compare and contrast major learning theories).	6.8
None of these	5.8

The most complete type of competency statement addresses desired student outcomes as well as teacher (trainee) performance. About one in five institutions (19.4%) indicated they had adopted such a statement of objectives or competencies, More than a third of the department heads reported objectives stated basically in terms of teaching performance (36.9%), and another 6.8 percent indicated their written objectives are stated in terms of knowledges desired rather than teaching skills to be demonstrated. Thus, over half of the programs (56.3%) were reported as having a distinct teacher competency or performance orientation in terms of existing written objectives. There was no major variation in this pattern across departments preparing different types of teachers with the exception of special education (88% of special education department heads stated they had competency statements in terms of types A and B).

INSTRUCTIONAL FORMAT

The department heads were also presented with three types of instructional practice and methods of reporting student progress as follows:

1. The unit of instruction and reporting is the learning objective. There is at least one distinctive learning opportunity or module which is focused on the development of each competency.
2. The unit of instruction and reporting is the course, but a document exists which relates competency or learning objective attainment to the completion of units within courses.
3. The unit of instruction and reporting is the course and the attainment of individual competencies or objectives is not assessed.

Table 6.9

TYPE OF INSTRUCTIONAL FORMAT

	Current	Future
Modular	16.9	29.7
Competencies Within Courses	43.1	24.9
Coursework Only	22.2*	4.8

*When percentages do not add up to 100%, the difference reflects non-response.

22.2% of the respondents report courses as the basic unit of instruction with no assessment of how individual competencies are attained. Another 43.1 percent indicated that the basic unit of instruction is the course, but a document exists which relates specific competencies or objectives to the completion of units within courses. Seventeen percent of the program heads (16.9) indicated that the competency-oriented modular approach best describes their department at present. There were few interdepartmental differences although a somewhat higher percentage of secondary education and vocational education department heads indicated that the modular approach best described their program.

In summary, 60 percent of the respondents report some competency orientation in their instructional format. Additionally, almost 30% (29.7) of the respondents report a move to the modular format in the future and another fourth (24.9%), movement toward more explicit competency formats within courses (See Table 2.10). Only 4.8 of the respondents see an expansion of the course format independent of the assessment of some competencies.

PREASSESSMENT PRACTICES

About 50 percent of the department heads (51.1) indicated that the beginning skills of their trainees were assessed and about 45 percent (44.7) that they were not (see Table 6.10). There were relatively few departmental differences in responding to this question. Thus, about 50 percent of the programs apparently accept the principle of Competency-Based Teacher Education (CBTE) that entering skills be assessed, and needed variation in instruction made on the basis of that assessment.

Table 6.10

ASSESSMENT OF SKILL OR PERFORMANCE LEVEL
OF STUDENTS ENTERING TEACHER EDUCATION PROGRAM

	Yes	No
Are Skills Assessed?	51.1	44.7

While this principle of preassessment is endorsed by about half of the department heads, less than 30 percent (28.1%) of them indicate that all students are tested at the point of entry to the program (see Table 6.11). Two percent indicate that a sample of the students are tested. Thus, formal assessment procedures are used less frequently than they are espoused. More subjective assessment procedures are indicated by the 28% of programs which employ formal competencies. Again, there were few differences between specific departments in terms of preassessment practices.

Table 6.11

METHODS USED IN INITIAL ASSESSMENT
IN PROGRAMS REPORTING SUCH PRACTICE

METHOD	YES	NO
Testing all students	28.1	71.9
Testing of a sample of entering students	2.0	98.0
Observation of students	28.0	72.0
Recommendations of others	29.4	70.6
Student Self-appraisal	20.6	79.4
Others	14.8	85.2

Thus, while a little more than half of the institutions report some initial assessment, in fact only about a third of the total population test all of their students and observations, recommendations and self-appraisal as the most common procedures reported as employed in initial assessment.

STUDENT EVALUATION

The evaluation of students in programs is done primarily by the instructors with but few exceptions across departments (see Table 6.12)

Table 6.12

METHODS USED TO FORMALLY EVALUATE STUDENTS*
(Percent of all Programs)

Methods of Evaluation	Professional Studies	Clinical Experiences
Evaluation is done by the instructor	60.6	8.2
Evaluation is done by a committee	0.8	11.1
Criterion-referenced tests keyed to individual statements of competency	3.4	2.3
In-classroom student teacher performance	4.5	33.9
Changes in pupil behavior in classes taught by trainee	0.1	3.7

*When percentages do not add up to 100%, the difference reflects non-response.

Thus, the language of behaviorism is relatively common, but the operation of programs generally indicates that a full-blown use of the competency orientation is very rare. Since CBTE is a systems approach, requiring systematic behavioral assessment and a modular curricular format, we conclude that its partial implementation indicates that it has been embraced superficially but not actualized. While as reported earlier, the majority of programs have written competency statements (57.4%) for the professional studies sequence, the use of such an approach indicated that the process for the development of such a statement has begun. Only 13% of the department heads reported no formal statement of competencies or learning objectives for their trainees. Thus, in the opinion of the heads of the various education programs, competency- or objectives-oriented statements are commonly utilized as part of the program planning and implementation process.

RESEARCH AND DEVELOPMENT LINKS

Only 22% of the programs indicated that they are linked in any way with a formally organized research and development capability (a unit devoted primarily to research and development activities). Those most frequently reporting such a linkage were departments of special education and school services (29% and 42%, respectively) with elementary and secondary education (12.2% and 8.5%, respectively) reporting such a relationship the least often.

Table 6.13

FORMAL RELATIONSHIP BETWEEN TEACHER EDUCATION PROGRAMS AND RESEARCH AND DEVELOPMENT STRUCTURES

	Yes	No
Is this teacher preparation program linked with a formally organized Research and Development Capability?	22.3	73.2

Apparently then, an organized research and development capability is not linked in a formal way to teacher education programs in a majority of cases.

Those teacher education programs which reported a Research and Development Linkage, identified this capability as most frequently residing in their own program unit (11.6%) or in another department within the institution (11.0). (See Table 6.14). Rarely was such a linkage reported with any external agency, whether another institution (4.5%), a regional laboratory (1.2%) or a private firm (0.8%). What little relationship to a formalized research and development effort that does exist, then, is usually within the College of Education.

Table 6.14

TYPES OF RESEARCH AND DEVELOPMENT ORGANIZATION LINKED TO PROGRAMS

	Yes	No
Another department within institution	11.0	89.0
Independent center affiliated with institution	4.2	95.8
A department or center at another institution	4.5	95.5
NIE regional labs	1.2	98.8
Private firm	0.8	99.2
In-house capability that is part of teacher education program	11.6	88.4
Other	2.0	98.0

CHAPTER SEVEN

THE PERSPECTIVE OF THE PROGRAM CHAIRPERSON: CLINICAL COMPONENTS

In this chapter, the critical clinical component of teacher preparation is examined in depth. The variety and extent of clinical activities, the scope and nature of supervision provided both by the college and the school, guidelines for training and selecting supervisors, and reciprocal working relations between colleges and the schools are studied. This section of the report concludes with an overview of the type and extent of change occurring in teacher preparation programs and impressions of what will happen to those students currently enrolled in these programs.

Importance of Clinical Experiences

About two-thirds of the administrative heads (64.3%) perceived clinical experiences and academic coursework as equally important in the training of teachers (see Table 7.1).

Table 7.1

RATINGS OF RELATIVE IMPORTANCE
OF ACADEMIC COURSEWORK AND CLINICAL EXPERIENCES*
(Percent of Respondents)

	Clinical Importance	Both Are Equally Important	Academic Coursework Important	Total
Elementary Ed.	24.4	68.8	4.0	97.2
Secondary Ed.	17.8	53.8	24.8	96.4
All Programs	19.5	64.3	11.8	95.6

*Note: Where percentages do not add up to 100%, the difference reflects non-response. The All Programs category represents several specialized and education programs that are not included in the Table.

Few respondents took the position that one type of experience was more critical than the other. Those responsible for elementary programs place a slightly higher emphasis on clinical experiences (24.4%) than those in secondary programs

(17.8%). Conversely, 24.8% of those responsible for secondary programs accord priority to academic coursework, while this was the case for only 4.0% of the elementary program heads. The general position reflected, however, is one of balance in terms of coursework and field experience.

FREQUENCY OF CLINICAL EXPERIENCES

Departmental heads were asked to describe the type and degree of clinical experiences provided for students in their teacher preparation program. These include, observation/participation, teacher aide work and single episode practice teaching. Table 7.2 reveals that students in about one-fourth of the programs have some type of classroom experience, beginning in the freshman year.

TABLE 7.2

AMOUNTS OF CLINICAL EXPERIENCE
BY YEAR OF PROGRAM

(In means of those offering such experience)

	Freshman		Sophomore		Junior		Senior		Fifth Year	
	No. Wks.	Hrs/ Wk.	No. Wks.	Hrs/ Wk.	No. Wks.	Hrs/ Wk.	No. Wks.	Hrs/ Wk.	No. Wks.	Hrs/ Wk.
Unsupervised Contact $\bar{X}$ (N)	11.84 (45)	3.71 (44)	13.32 (47)	3.13 (45)	9.55 (40)	7.80 (40)	8.17 (12)	10.55 (11)	12.00 (5)	8.4 (5)
Structured Observation	8.26 (43)	4.74 (42)	10.32 (79)	5.08 (78)	9.97 (90)	5.56 (90)	7.44 (23)	6.86 (22)	8.62 (13)	7.08 (12)
Observation & Participation	12.18 (34)	4.11 (36)	10.95 (105)	5.96 (105)	12.22 (227)	6.66 (226)	9.19 (84)	10.70 (84)	12.18 (22)	11.50 (22)
Supervised Practice Teaching	0.00	0.00	11.00 (2)	7.50 (2)	11.32 (22)	18.81 (21)	11.78 (404)	29.16 (400)	14.42 (43)	21.51 (41)
Internship	14.63 (8)	14.44 (9)	25.17 (6)	9.20 (5)	15.50 (14)	9.33 (15)	20.14 (28)	22.93 (28)	19.50 (36)	22.25 (36)
Other (please describe below)	31.80 (5)	20.33 (6)	10.75 (8)	10.38 (8)	16.12 (26)	8.12 (26)	13.73 (11)	22.08 (12)	23.11 (9)	16.00 (8)
Total N	145		247		419		562		128	

The pre-student teaching experiences continue to expand each year until the senior year.

Schools Used in Clinical Experiences

As Table 7.3 illustrates, the average elementary or secondary teacher preparation program utilizes about 58 schools at any given time for clinical experiences. The great majority of placements for clinical practice are in public schools, with some students assigned to private schools and on occasion to a laboratory school. The average teacher education program has working relationships with about as many secondary schools (21.50) as elementary schools (25.81).

TABLE 7.3

SCHOOLS IN WHICH SUPERVISED CLINICAL EXPERIENCES TAKE PLACE (Average per Program)*

	Number of Public Schools	Number of Private Schools	Number of Laboratory Schools
Elementary	25.81	3.75	2.44
Secondary	21.59	3.28	1.12
TOTAL	47.40	7.03	3.56

*Missing cases have been eliminated from the averages.

About a third of the average number of sites utilized for student teaching (8.42%) qualify for funds under Title I ESEA, or an equivalent state compensatory program. About three-quarters of these teaching sites are urban and one-quarter are rural. The majority of student teaching sites utilized, then, are reported to be in schools which don't qualify for any compensatory aid.

Table 7.4

MEAN NUMBER OF SUPERVISED CLINICAL EXPERIENCE SITES
THAT QUALIFY FOR FUNDS UNDER TITLE I, ESEA
OR EQUIVALENT STATE COMPENSATORY PROGRAMS

	Urban	Rural	Total
Elementary	2.85	1.37	4.22
Secondary	3.15	1.05	4.20
	6.00	2.42	8.42

In about two-thirds of the programs, students can elect to work with minority group students if they wish to and in a little less than half of the programs students are required to work with minority students in some portion of their clinical and practical experiences (see Table 7.5).

Table 7.5

STUDENT TEACHING AND MINORITY PUPILS

	Yes	No
Can students elect to work with minority pupils?	68.0	25.0
Are students required to work with minority students?	35.3	57.7

However, as we have seen in Chapters Four and Five, the majority of faculty and students believe that preparation to work with minority students is not presently extensive.

SUPERVISORY WORK LOADS

The average college supervisor is responsible for about sixteen student teachers (15.72) each quarter or semester, but this ratio varies widely depending on 1) whether the supervisor is full or part-time and 2) whether the supervision of student teachers is assigned to persons having only this responsibility or to regular full-time faculty members. Stratum is not an important variable with respect to the number of student teachers assigned to a supervisor. The average supervisor, according to the department heads, observes and counsels with each student six or seven times (6.5) during a quarter or semester term. The supervisor spends about two hours (1.91) with the student on each visit. In summary, each student teacher receives an average of 12 hours of supervision from the college. The trend for a number of years now has been for colleges and schools of education to delegate more of the responsibility for supervision to the classroom teacher. The practice of the teacher as the primary source of supervision with the college supervisor assuming a periodic support role is supported by these data.

This trend is further reflected in the data which show that the average teacher preparation program does not carry a large supervisory staff. The typical supervisory staff in 1975-76 was comprised of five to six full-time persons (5.72) and seven part-time people (7.46). The department heads reported that, on the average, 5.93% full-time equivalent (FTE) faculty members were engaged in the supervision of student teachers. On the other hand, the average program engaged about fifty-two cooperating teachers in the supervision of their students, with many of these teachers working with different students throughout the year.

EVALUATION OF STUDENT TEACHERS

It is hardly surprising, then, that the perceptions of the cooperating teacher and the college supervisor provide the basic foundation for the evaluation of the student teacher's progress (see Table 7.6).

Table 7.6

EVALUATION OF STUDENT TEACHERS

Method	Frequency Utilized	
	Yes	No
Ratings by cooperating teacher	78.4	21.6
Ratings by college supervisor	78.2	21.8
Ratings by building principal	19.0	81.0
Self-evaluation	40.6	59.4
Written tests	4.2	95.8
Performance of pupils	14.0	86.0

In almost four out of five situations, their ratings are the basic means of evaluation. The other source of external evaluation comes from the building principal. However, this person's perceptions are utilized in only one out of five instances, which supports the commonly held opinion that this role group plays a very small role in preservice education.

The perceptions of the student him/herself are considered in the formal evaluation process about 40% of the time (40.5%). The actual performance of pupils in the classroom was only infrequently considered (14.0%) and written tests as a means of evaluation during student teaching were, as one would expect, a rarity (4.2%). Thus, traditional modes of evaluation appear to dominate in the clinical component. The perceptions of those working most closely with the student are the basic means of evaluation. The norm is not to validate these against the insights of the trainee him/herself (although forty percent include student perception) or to consider the impact of that person upon students' performance in the classroom.

SELECTION OF COOPERATING TEACHERS

Given the importance of the supervising teacher in the clinical component, departmental heads were asked what criteria were used in selecting these people. Skill or competence in teaching was the primary criterion reported in this selection process and competency in subject matter the next most important factor. However, almost as many departments reported the willingness of the teacher to assume the role as the basis for selection as did those reporting competency in subject matter. This likely reflects some difficulty in recruiting teachers for this role in many places. General teaching experience, qualifications as a supervisor or advanced degrees were not frequently ranked as important factors in selection. For example, less than one in five (17.1%) ranked some type of certification for supervision as one of the top three factors in selection and only one in ten (10.7%) saw advanced training in the form of a Masters Degree as one of the three most important considerations in choosing cooperating teachers.

Thus, the pragmatic considerations of a reputation of general competence as a teacher, regardless of the degree of training and experience, and a willingness to assume supervisory responsibilities, whether formally prepared for this role or not, basically determines who will work as a cooperating teacher.

RECIPROCATION TO COOPERATING TEACHERS

A little more than half of the institutions (51.0%) report that a modest stipend is provided the cooperating teacher in return for their supervision of students (see Table 7.7).

Table 7.7

INCENTIVES AND/OR SUPPORT SERVICES PROVIDED TO SCHOOLS AND SCHOOL PERSONNEL FOR PARTICIPATION IN THE SUPERVISED PRACTICE EXPERIENCE

Incentives	Yes	No
Cash payments	53.7	46.3
School system/school building	14.9	85.1
Cooperating teacher	51.0	49.0
In-Kind considerations	13.8	86.2
Library or computer privileges	10.6	89.4
Tuition remission	14.4	85.6
Tickets to concerts, athletic events	1.7	98.3
Faculty status	4.6	95.4
Certificates	2.1	97.9
Other	6.3	93.7

The average cash payment is reported at slightly more than $30.00 per student. In 14.9% of the situations the school or district receives some payment. Most often, where there is a dollar reimbursement to the district, there is also one to the teacher, as 53.7% of the institutions report cash payments, and 51.0% report the teachers directly receive some reimbursement.

About 14% of the institutions offer in-kind considerations of some type with library privileges, tuition remission and tickets to colleges functions as the most common form of this type of reciprocity. Support services constitute a third form of reimbursement. About one in five departments (18.2%) provide some help to the teacher in the way of media or materials (see Table 7.8). This is most common in programs preparing elementary teachers where this practice occurs about a third of the time (33.2%).

Table 7.8

SUPPORT SERVICES

Media and/or Materials are Provided to the LEA or Cooperating Teachers by Department*

Department	Yes	No
Elementary Education	33.2	66.8
Secondary Education	10.3	89.7
Special Education	19.1	80.9
Vocational	3.6	96.4
Average	18.2	81.8

*This is a compressed table. While this table shows the percentage of response for four major departments, the overall average is for 13 different departmental units.

Slightly more than half of the departments (53.8%) provide individual support and consultation to the cooperating teacher. (see Table 7.9).

Table 7.9

SUPPORT SERVICES

College Supervisor Provides 1-to-1 Consultation and Assistance to the Cooperating Teacher by Department*

Department	Yes	No
Elementary Education	71.6	28.4
Secondary Education	44.2	55.8
Special Education	67.4	32.6
Vocational	37.5	62.5
Average	53.8	46.2

*This is a compressed table. While this table shows the percentage of response for four major departments, the overall average is for 13 different departmental units.

Again, programs preparing elementary teachers most commonly do this (71.6%) as do programs preparing special educators (67.4%).

It is not nearly as common for this individual consultation to be expanded into a more comprehensive plan of inservice for the teacher--a plan which involves other departmental members in addition to the supervisor. Only slightly more than a quarter of the department report this to be the situation (26.4), with elementary programs engaging in this practice more than other departments (see Table 7.10).

Table 7.10

SUPPORT SERVICE

Cooperating Teacher Receives Inservice Training by Department*

Department	Yes	No
Elementary Education	42.3	57.7
Secondary Education	18.2	81.8
Special Education	22.0	78.0
Vocational	24.5	73.6
Average	26.4	73.6

*This is a compressed table. While this table shows the percentage of response for four major departments, the overall average is for 13 different departmental units

Over 40% (42.3%) of the elementary departments provide some form of inservice for the cooperating teacher while this is the case in only 18.2% of the secondary training programs.

An even more extended form of reciprocal support is to provide the school system with assistance in planning and developing programs. This type of reciprocal working relationship is infrequent. Only 17% of the departments indicate they engage in such practice (see Table 7.11).

Table 7.11

SUPPORT SERVICES

School System Receives Planning and Program Development Assistance by Department*

Department	Yes	No
Elementary Education	30.3	69.7
Secondary Education	14.0	86.0
Special Education	17.7	82.3
Vocational	7.0	93.0
Average	17.0	83.0

*This is a compressed table. While this table shows the percentage of response for four major departments, the overall average is for 13 different departmental units.

The exception again is elementary preparation programs, where in about a third of the institutions reporting (30.3%), such program design and development is engaged in.

In summary, then, only a little more than half of the institutions report they provide cash reimbursement for student teaching placements. The great majority of time when cash is involved, a nominal sum is paid directly to the teacher. Between 10 to 15% of the departmental heads reporting indicate some in-kind consideration is provided cooperating teachers such as tuition remission, library usage or faculty privileges to college events. One-to-one consultation with the cooperating teacher is the most common form of faculty support and is provided by the majority of institutions preparing teachers. However, formal offerings of inservice and assistance in the development of school programs as reciprocal measures are not common. One can infer from these data that the services rendered to the classroom setting by the student teacher him/herself is the basic exchange of reciprocity to the school for what he/she receives from it.

FAILURE IN STUDENT TEACHING

Department heads report that only about three percent of the students (3.07%) fail in student teaching (see Table 7.12). Interestingly, the primary reason given for this failure is personal or emotional problems which constrain the student. This is reported as frequently or sometimes the cause by 78% of the respondents. The inability to control pupils is the next most frequently cited cause of failure (75.6%). An unwillingness to work is perceived to be a problem slightly more often than inadequate preparation or an inability to get along with the cooperating staff. Thus, failure is rare and when it does occur, the problem, from the perspective of department heads, more likely resides with the student--that is, personal problems or lack of motivation--than with the college or the school.

Table 7.12

CAUSES OF FAILURE IN THE SUPERVISED
PRACTICE TEACHING EXPERIENCE

Reason	Sometimes cause of failure	Frequently cause of failure	Rarely cause of failure
Inability to control students	34.0	41.6	13.5
Inability to get along with teachers	8.6	39.3	34.3
Unwillingness to work	17.8	36.8	31.7
Poor subject matter background	6.9	29.4	47.0
Poor knowledge of teaching methodology	11.7	36.8	34.3
Personal/emotional problems	34.0	43.7	12.4

PROGRAM MODIFICATION DURING THE PAST YEAR

The department respondents were asked to indicate whether or not their programs had changed during the past year and the types of changes which had taken place. Only about one third of the respondents (36.8%) indicated that their programs are substantially the same as they were the year previously. Thus, the perceptions of the department heads in most institutions (63.2%) is that substantial changes have taken place. Respondents in about 80% of the special education programs indicated that their programs were substantially changed. On the other hand, more stability was reported in secondary education and subject specialty areas where almost 50 percent of the respondents indicated that their programs had not changed during the last year. (See Appendix 2.6)

Almost half of the respondents (45.1) indicated that courses were being added to their programs (see Table 7.13), while 59 percent indicated that courses were modified. About one fourth (25.2) reported dropping courses. Thus, teacher education programs generally would appear to be enlarging their curricula and changing it somewhat but dropping courses less often, The greatest modification was reported in special education departments (75.0%) and the least in secondary education (47.0%).

Table 7.13

CHANGES IN COURSES

	Yes	No
Courses added	45.1	54.9
Courses dropped	25.2	74.8
Courses modified	59.0	41.0

When changes are reported in the clinical experiences component of teacher preparation programs, it is again in terms of expansion (37.4%) or modification (87.0%). Only 2.4% of those responding indicated a reduction in this facet of the training program. Again, special education heads most frequently reported change with 57.7% indicating they had added more clinical experiences (see Table 7.14).

Table 7.14

CHANGES IN CLINICAL COMPONENT

	Yes	No
Clinical experiences added	37.4	62.6
Clinical experiences dropped	2.4	97.6
Clinical experiences modified	37.0	63.0

Given the number of course changes and modifications in clinical experiences, it is not surprising that changes in faculty assignments were indicated by almost half of the programs (48.5%). Likewise, alterations in the sequence of the teacher education program were reported by almost a third of the institutions (32.7). Specific graduation requirements, however, have changed in only 13 percent of the cases.

ESTIMATES OF THE LABOR MARKET

About one-fifth of the department heads declined to make estimates. The department heads reported that 84 of each 100 persons admitted to a teacher preparation program would successfully complete student teaching and about the same percentage would graduate (see Table 7.15). Almost all of these students would receive intitial certification, and 70.63 (of those admitted--four-fifths of the graduates) would actively seek employment as teachers. Finally, 59% of the initial one hundred students admitted would obtain jobs. This estimate of employment suggests, however, that about 85% of those who actively seek employment in the public schools find it. They further estimate that 54% of those assuming a position will remain in the teaching profession for more than three years.

Table 7.15

DEPARTMENTAL HEADS' ESTIMATES OF
FUTURE OF STUDENTS IN TEACHER EDUCATION

Stage	Percent of Student Teachers Who Will Achieve This	No. of missing cases n=522
Successfully complete student teaching	53.03	167
Graduate	53.35	168
Receive initial certification	51.59	169
Seek employment as a teacher	44.44	170
Obtain a job in the public schools	37.14	177
Remain in teaching for more than 3 years	29.93	224

If these department heads' estimates—estimates based on past data from their programs--are accurate, then comparing and contrasting the number of students enrolled in teacher preparation programs with the number of teaching vacancies can be quite misleading. Seventy percent of the students currently enrolled are estimated to be serious enough to actively seek a position and over 54% are projected to achieve tenure as a classroom teacher.

CONCLUSION

Programs are divided into arts and sciences courses, professional courses, and clinical experiences. They reflect the efforts to establish minimum standards for certification and accreditation. There are fewer professional courses in secondary education curriculums than in elementary education programs (twice as many) or special education programs (three times as many) with other specialties lying between elementary and special education.

Admission to programs is controlled by voluntarism, for the most part, with grades in college and letters of recommendation (both indicators of previous success in the institution) being the chief credentials.

Enrollments in elementary and secondary education are declining (about 20 per cent between 1973 and 1975) but the decline between 1974 and 1975 is small in graduates but large in lower-division admittees, promising further declines to come.

Courses, however, have increased in number, as have clinical experiences. Faculty have not declined sharply.

Programs do not reflect great diversity, but Special Education is unusual in several respects.

They reflect a tolerance of many educational views, although academic orientations toward training are least favored except from persons who train in academic specialties.

College persons provide about ten hours of clinical instruction to each student teacher, while school personnel are with students about 400 hours. Evaluation is shared by college and school personnel, with some student input.

Competency-Based Teacher Education is favored nominally, but not operationally.

While one-third of student teachers practice in schools serving the urban or rural poor, few students or faculty feel that students are adequately prepared to teach minority group members or the poor.

Table 7.16 presents a breakdown of course requirements by program,

TABLE 7.16

MEAN NUMBER OF CREDIT-HOURS WHICH ARE CURRENTLY REQUIRED IN PROFESSIONAL STUDIES BY THE PROGRAM

COURSE AREAS	Total Mean	0	Elem. Ed. 1	Sec. Ed. 2	Special Ed. 3	Voc. 4	Subj. Spec. 5	School Service 6	El.Spec Ed. 7	El. Sub Spec. 8	El.-Service 9	Sec. Spec. 10	Sec. Voc. 11	Sec.Sub Spec. 12	Sec. Serv. 13
Intro. to Education	1.19	1.08	1.69	1.06	1.07	2.02	0.84	0.40	3.04			0.63	0.84	0.74	3.00
Educ. or Dev. Psychology	2.85	2.42	3.49	2.57	3.04	4.26	2.28	0.99	3.04	4.72	9.00	1.58	2.39	3.48	12.00
Soc./Hist./Phil. Foundations	2.04	1.40	2.11	2.56	2.32	3.32	1.38	1.25	1.28	2.92	4.00	--	2.57	1.94	9.00
Curriculum or Ed. Problems	0.83	0.85	0.97	0.31	1.56	0.98	0.60	1.30	0.42	--	--	0.71	1.44	--	2.00
General Methods	1.52	1.36	2.03	1.29	1.39	2.80	1.15	0.15	3.15	1.86	--	0.11	2.29	1.66	3.00
Reading, Teaching of	1.33	1.51	2.70	0.79	1.89	0.21	0.24	0.04	5.23	4.36	3.00	--	1.51	1.56	3.00
Language Arts, Teaching of	0.82	0.66	1.97	0.85	0.95	0.08	--	--	1.20	2.56	3.00	0.71	0.77	--	--
Arithmetic, Teaching of	0.95	0.89	2.36	0.48	1.72	0.17	--	--	2.33	2.56	--	0.71	0.77	--	--
Social Studies, Teaching of	0.86	0.72	1.65	1.26	0.86	0.08	--	--	1.91	2.56	3.00	0.71	0.77	-0.59	--
Science, Teaching of	0.82	0.73	1.84	1.04	0.81	0.17	--	--	1.91	2.56	--	0.71	--	--	--
Fine Arts, Teaching of	0.98	0.83	2.37	0.14	0.50	--	1.82	--	2.91	3.58	--	--	--	1.13	--
Health and Physical Ed.	2.64	1.66	2.19	2.61	2.10	0.68	9.08	--	1.58	1.44	--	--	1.19	--	--
Children's Literature	0.62	0.67	1.46	0.13	1.37	--	0.03	0.32	1.98	1.78	--	--	--	--	--
Speech for Teachers	0.50	0.48	0.84	0.14	1.24	0.59	0.21	--	0.57	1.79	--	--	0.09	--	--
Handwriting	0.10	--	0.51	--	0.01	--	--	--	0.35	--	--	--	--	--	--
Media and Communications	0.72	0.73	0.66	0.25	0.62	0.28	0.09	5.19	0.08	1.64	--	--	0.42	0.19	1.00
Testing and Measurement	0.78	0.61	0.69	0.47	1.40	1.47	0.78	1.12	0.42	0.72	--	0.16	0.22	0.19	1.00
Food and Nutrition	0.18	0.47	0.14	0.16	0.03	--	0.07	0.04	0.35	--	--	--	0.78	0.56	--
Elementary Curriculum	0.43	0.46	1.19	0.10	0.65	--	0.20	--	0.21	--	--	--	--	0.56	--
Secondary Curriculum	0.41	0.67	0.08	0.55	0.19	0.88	0.36	0.10	0.42	--	--	--	0.68	0.68	--
Special Education	1.78	0.50	0.19	0.14	13.95	0.05	0.38	--	8.10	--	--	0.82	--	--	--

CHAPTER EIGHT

INNOVATION: RESPONSE TO A NEED FOR CHANGE

CHAPTER EIGHT

INNOVATION: RESPONSE TO A NEED FOR CHANGE

In recent years teacher education has been submitted to a variety of pressures to change its student body, its preclinical and clinical programs and its capability to respond to social needs.

Yet, it operates in a context that virtually assures the changes in it will be gradual. Its very size assures that. It is truly massive. Many of individual programs are very large in themselves, and any change must be introduced in such a way as to avoid dislocating the academic programs of thousands of students. Abrupt changes in admission requirments or relationships with the public schools could adversely affect a great many students who have the expectation of a coherent program that leads toward graduation and eventual employment.

Furthermore, teacher education lives in the context of the institutions of higher education. Most of these have established orderly, yet time consuming processes for the institution of change. Proposed changes are submitted to several layers of committees and have to be screened for their available resources and to determine their impact on other aspects of the institution. Furthermore, teacher education has been profitable to many institutions of higher education and changes which would affect this profitability will be scrutinized with great care by the persons responsible for the financial health of the institutions of higher education.

Moreover, it is necessary for teacher education programs to be coherently related to the public schools of the nation. The student teachers and graduates of the teacher education programs must be able to operate (even when they are regarded as "change agents) with the context of the public schools into which they go. Furthermore, the public schools are in the position of future employers of teacher candidates. Any radical changes in preparation have to be intelligible to these future employers. For example, the teacher training faculty may wish to institute a program to prepare persons for team teaching settings, but most public schools do not have team teaching and the graduating student must be able to operate in other organizational contexts as well or his future is jeopardized.

Moreover, institutional programs have to be related to certification requirements and accreditation standards. Both certification and accreditation have been developed and elaborated in this century in order to bring about higher standards of professional preparation, and to bring greater professional status to schools of education and their graduates.

Although both processes provide for considerable latitude for innovation, the overall tendency is to produce relatively normative programs. Furthermore, certification across the nation displays relatively few differences state by state, shaping standards which draw programs into defined patterns.

The teacher candidate him/herself also exerts pressure not to deviate greatly from normative patterns.

The teacher training graduate is anxious that his/her credential be one that will permit him/her to migrate to new cities and states, and he/she will resist program variation which threatens the intelligiblity of his/her credential.

All these factors: size, the need to attend to the higher education context, the need to be intelligible to the public schools, and the need to articulate programs into certification and accreditation patterns mitigate against rapid change.

The overall impression from the survey is that teacher education programs operate within these contexts in an adaptive way. Changes are relatively gradual and are carried out in such a way as to prevent dislocation to the institutions, students, faculty and their related public schools.

SOURCES OF PRESSURE FOR CHANGE

There are five sources which are presently operating to press the organization of teacher education programs toward change. These are:

a. A continuing criticism of the substance and process of teacher education from within and without the profession. There is a consistent press to prepare teachers who will be more effective.

b. Changes in supply of teachers and demand for them.

c. The changes in areas of need for new teachers and the demand for redirection toward those areas of need.

d. The recent recognition of a need for greater attention to multicultural and bilingual education.

e. The increasing need to provide a more effective training for those teachers who will work for the urban and rural poor.

The criticism of teacher education is based on the desire to improve the public schools. The criticism comes, in general, from two sources. One of these is outside the profession and represents the hope that improved teacher training will increase the quality of teachers and, hence, public education. The other source of criticism comes from within the profession itself and is directed by teachers and school administrators toward schools of education. This professional critism focuses on the charge that teacher preparation programs do not adequately prepare teachers to begin teaching and that schools of education do not offer effective help to teachers in service.

From within and without the profession the criticism has both radical and conservative implications. It can be interpreted to mean that the programs of teacher preparation should fuel changes in schooling. Or, it can be interpreted to mean that the schools of education should tie themselves even more tightly to field-based training to insure that the teacher will fit comfortably into the existing educational system and will have the tools necessary to fulfill the traditional teaching roles within our society.

Some would have the young teachers prepare to work in "alternative schools" or to spread the technical innovations of the time. Others would tighten the linkage to the existing role and fit the teacher into the ongoing organization in as smooth a way as possible.

Changes in supply of teachers in relation to demand have received much attention in recent years. It has been suggested in some quarters that teacher education programs should restrict enrollment radically and in others that the natural forces of the marketplace should be allowed to operate in order to give students free choice in our democracy.

Simultaneous with the change in the overall picture of supply and demand has come pressure to redirect student enrollment to areas of present need, especially in special education and vocational career education. This pressure operates to urge school of education to expand programs in those areas and to provide counselling to students to help them redirect themselves into those areas of present need.

Not unrelated is the movement presently toward multicultural and bilingual education as an extention of the role of the school in promoting cultural pluralism. A considerable curriculum development movement has occurred in these two areas although it has not yet reached the magnitude or intensity of the academic reform movement of a few years ago. Nonetheless, there is considerable pressure today to provide all students with a knowledge of the mixture of cultures which make up the United States, to prepare teachers to help persons learn in native languages other than English, and to provide all students with an insight into the linguistic variety of our society. Considerable pressure is on teacher education to adapt to this movement and to provide preservice and inservice teachers with the knowledge of many cultures and the capability to relate to persons in more than one language.

The condition of education of the Urban and Rural poor continues to be bad and great pressure is put on schools in teacher education programs to improve the capability of training agents to relate effectively to the poor in both metropolitan and rural settings.

While these last two areas will be dealt with in Chapter 11, they are mentioned here because they continue to be ones in which there is general pressure on the teacher education establishment to adapt itself more effectively to social needs and respond to cultural diversity.

Some of these pressures to change have been translated into research and development activities in labs, centers, and universities. New technologies for teacher training emanate from these research and development centers, largely in the form of curriculum teacher training packages, which are disseminated to schools of education and to public schools. These include such innovations as mini-courses, micro teaching, individually guided education, individually prescribed instruction, new techniques for early childhood

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education and so on. In addition, the U.S. Office of Education has sponsored what has come to be known as Competency Based Teacher Education, essentially a systems approach to the organization of teacher education around integrated sets of teaching skills and competencies.

Potentially, we can see the results of these pressures in four areas:

a. Admissions practices
b. The structure and content of programs
c. The utilization of new technologies for training
d. The effects of the CBTE movement

We will examine each of these areas in the following pages, but with only passing attention to multicultural and bilingual education, the education of the urban and rural poor and inservice education because these are dealt with in Chapters 10 and 11.

Admissions

It appears that admission to the institution and student voluntarism are the primary determinants of enrollment. Generally speaking, prior success in the institution is indicated by the grade point average, permits the student to elect education as it does most other vocational, professional and academic majors.

Faculty committees and administration of the education unit participate to some extent in the selection process but the overall impression is that admission is relatively routine. The survey uncovered no trend toward increased involvement of public school personnel, arts and science faculty, or students in admissions procedures.

Enrollment is dropping to some extent in elementary and secondary education and that trend appears likely to continue in the future. There is some rise in special education indicating an adjustment toward the area of greater demand there. There also appears to be an increase in the number of masters students in education indicating that students continue to seek advanced training, including training for some of the specialty areas of greater present demand.

Thus, overall admissions procedures do not appear to be changing radically in response to pressure for change, but they appear to have within them the capability to permit student voluntarism to react to changing market conditions and adjust enrollment over time. In fact, the adjustment which has occurred has taken place in a relatively short period of time so that while elementary and secondary teachers do produce quantities far in excess of supply, the gap between employment opportunities and graduation in those specialties is narrowing.

Further, many institutions regard elementary and secondary education specialties as a basis from which students move into the specialty areas--as a kind of general professional education. Students trained in elementary education can then obtain advance training in reading, special education or other areas and prepare themselves for the areas of greater demand.

The Structure of Programs

Across the nation and across strata the pre-clinical components within the teacher education programs are, at least nominally, relatively standard. Partly this reflects certification and accreditation practices, and partly the construction of pre-clinical components in sets of courses.

Courses in the social foundations, educational psychology and the methods areas constitute the major pre-clinical components.

Increasingly, it appears, clinical experience is being intertwined with courses but to accomplish this depends on a student enrollment pattern which begins relatively early in the program.

Within programs there is a good deal of activity and course revisions, the adding of courses and the adding of preclinical experiences. This is especially pronounced in special education (see Chapter IX) where course adaptation to meet the requirements for specialists to assist in "mainstreaming" and the general provision of more special services to exceptional children.

A variety of instructional methods are used in the pre-clinical experiences with individualized instruction, small group instruction and large group instruction being employed substantially. Instructors have considerable experience in the public schools and are perceived by the students as relevant to the translation of educational theory into practice.

The overall picture is one of a normative preservice teacher education composed largely of courses patterned to provide experience in the social and psychological foundations and to introduce students to the methods areas. Secondary programs remain relatively brief in terms of pre-clinical preparation with only one or two methods courses being provided in addition to the social and psychological foundations. This program pattern is still subprofessional in the sense that pair of courses followed by student teaching cannot possibly provide a full preparation for the generalized role of the secondary school teacher.

RESPONSE TO SOCIAL NEED

The Content of Programs

Teacher education has been under heavy pressure to respond to the need for teachers who are better prepared to work with the urban poor and who are qualified to comprehend and work with the ethnic diversity of the "visible minorities."

Many faculty members have doubts about their students' preparation in the areas of multiethnic and multicultural education. Only about 19 percent feel the preparation in those areas is adequate. Fewer than 20 percent indicate that they give much attention to multiethnic or multicultural education in their courses.

Similarly, only about a quarter of the faculty give much attention to the education of the urban or rural poor in their courses, and about 37 percent of the faculty believe that preparation to teach the poor is inadequate or _very_ inadequate.

About three-fifths of the students reported that they did their student teaching in areas with significant numbers of low income families. However, fewer than 30 percent reported that they had special training to work with rural children, and only about one-fifth that they had special training to work with urban children.

Many of the students appear to be unsure about whether they had received sufficient training to work with minority group children or whether that training was necessary. The non-response rate to those questions was large. However, of those responding about four-fifths indicated that they felt they needed more training in all areas related to teaching minority children, including their history and culture, language and literature, special teaching methods, special learning needs, special curriculum and materials and personal experiences.

About a third of the students expected to work with mixed ethnic and racial groups, but more than two-fifths of the students indicated they would prefer to work with white children only.

Only about a sixth of the sites utilized for student teaching qualify for funds under Title I ESEA or some equivalent state compensatory program. However, in about two-thirds of the programs students can elect to work with minority groups if they wish to, and in somewhat less than half the programs they are required to have some experience with minority group students in the course of their clinical experience.

Generally speaking, the preparation of students to work with either poor persons or minority groups is confusing. Clearly, a great many students presently preparing to be teachers have very little training in those areas, and the overall assessment by faculty and students is that the training is relatively inadequate in most institutions. However, many students do appear to have experience with poor persons and minorities, and about a fifth of faculty members provide training relevant to work with either the poor or minority persons in the courses they teach.

Overall, it appears that teacher education programs in response to social need is similar to their response to the supply and demand picture. Events are generally allowed to take their course. There is little evidence that the institutions have developed powerful training programs to prepare large quantities of students to work in these areas of social need. Unless we assume that the normal teacher training programs are adequate for that purpose (both students and faculty appear to be telling us that they are not), then there has not been a discernible attempt throughout the teacher education community as a whole to meet those needs.

The failure to respond to ethnic diversity is curious, because the overall ethnic distribution of preservice education students approxiates the national distribution of racial and ethnic groups. The faculty are close to the approximation.

Thus, faculty and students represent the diversity of the population.

In many programs new courses are being introduced and considerable changes are made in clinical practice. These changes are generally within the framework of the programs and represent attempts to improve the system gradually to "fine tune" the standard programs. It is interesting to note that more courses have been added than dropped during the recent time (the same is true for clinical experiences). In other words, programs appear to be expanding somewhat.

The overall impression is that relatively few institutions have responded to the need for preparation of more persons to work with minority groups, the poor, or in multicultural and bilingual education. A relatively small percentage of student teachers practice in schools which receive Title I funds, and many others have experience in teaching the poor, but the majority do not. Almost no students are being prepared to work in bilingual education, and it appears that the student and faculty populations are relatively monolingual and probably do not have the capability to respond to the need for bilingual education.

Both faculty and students indicate that relatively few students are specifically prepared to work with minority groups and are prepared in the history or other aspects of minority cultures.

Specific Innovations

Two types of innovations have been generated during the last fifteen years. The first of these are specific technical innovations mostly in the field of training. These include the development of new teaching strategies which are appropriate for different kinds of educational purposes, more effective ways of framing objectives and building evaluation procedures, direct training procedures built around teaching strategies and skills, and observation systems for helping teachers analyze their teaching styles and set goals for improvement.

Second, is the movement toward competency-based teacher education. Although this has come to have a variety of meanings, the underlying paradigm is the application of systems theory to program planning.

The adoption of these three types of innovations is one index of the response to pressure for change.

Both students and faculty were asked about the use of a variety of innovations of a specific nature.

The Uses of Innovations

The innovations selected for investigation were all related to supervisory techniques or methods of training persons to clinical skills. They included:

1. Videotape
2. Audiotape
3. Microteaching
4. Simulation
5. Structured observation
6. The use of the taxonomy of educational objectives.
7. The use of questioning strategies
8. The use of sensitivity training.

The extensive use of videotape was reported by only 5.8% or the students and 2.1% of the faculty and extensive use of audiotape by fewer than 10% of both groups.* Extensive use of microteaching was reported by 3.7% of the students and 6.4% of the faculty members. The use of simulation was reported by 7% of the students and 3.4% of the faculty.

The use of structured observation was reported by only 7.5% of the students but nearly a quarter of the faculty. (Probably this difference is because the faculty were more conscious of using observation forms than the students were being observed with them.)

Similarly, the use of the taxonomy of educational objectives was reported to be used extensively by 7.6% of the students and 16.5% of the faculty. (Here again, the students were probably less aware of being taught how to use behavioral methods for framing objectives than were the faculty members of trying to teach this.)

About a quarter of both groups agreed the questioning strategies were used extensively, and this was the most used of all the types of innovations that were investigated.

About 6.5% of the students and 4.1% of the faculty reported extensive use of sensitivity training.

Clearly none of the innovations were used extensively across most of the institutions, and the media-based ones such as videotape, audiotape, and mircoteaching and simulation are used in only a few places by a few persons.

Overall the pattern is one of very low use of these contemporary innovations--none is pervasive. Generally speaking, since relatively few faculty or students mention other kinds of supervisory techniques which can be called innovations, it must be concluded that course work followed by student teaching is the primary method of training for nearly all teacher preparation students.

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*Interestingly enough, about 40% of the faculty consistently did not respond to these items whereas about 16% of the students did not respond. This may be because many of the faculty have little contact with the clinical aspects of training and are not aware of what techniques are being used.

It is worthwhile noting that very few of these innovations are likely to be effective unless they are used extensively. Occasional use of videotape, audiotape, microteaching, simulation, etc. is only an exposure to those techniques. They must be used on a sustained basis in order for effects to be felt.

On the whole, however, the attempt over the last twenty years to generate more powerful specific technologies and to use these intensively to train teachers has been a failure. Most institutions simply continue to utilize labor-intensive teacher training techniques, relying on apprenticeship in the schools and the basic course structures.

COMPETENCY-BASED TEACHER EDUCATION

The movement toward competency-based teacher education is a comprehensive one which requires changes throughout a program organization.

This movement toward a systematic behavioral approach to teacher preparation was begun in 1968 and has been widely publicized and accompanied by considerable development and dissemination in the intervening years.*

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* Gage, N. L. and Winne, Philip H. "Performance-Board Teacher Education" Teacher Education: Seventy-fourth Yearbook of the NSSE. Chicago: 1975.

Joyce, Bruce; Wald, Rhoda; and Weil, Marsha. Models of Teaching in Teacher Education: "An Evaluation of Instructional Systems," Interchange (Winter, 1974).

The competency orientation has industrial and humanistic branches. One, the industrial branch, seeks to improve education through contemporary industrial techniques, fueled by the technetronic revolution. The other seeks to promote pluralism through technology. Both, however, perceive the teacher and his training by means of cybernetic analogies.

Since the turn of the century, there have been attempts to define precisely the competencies which would lead to teacher effectiveness and to develop methods which could reliably and systematically prepare teachers. These efforts have culminated during the last half-dozen years in what is coming to be known as the movement for competency-based teacher education. The movement itself has a very broad base. Also, its language has been adopted by many writers on teacher education who take positions which appear to be at odds with the core ideas of the competency orientation. It is possible, however, to sort out the strands that have led to it and to define an assumptive world which appears to lie beneath it.

In many ways the competency orientation is a logical extension of the industrial model of the school. It is based at least in part on the desire to make schooling more efficient and to hold teacher educators and teachers accountable for the effects of their efforts. It employs many techniques originally developed in industrial or military applications of systems technology. Its emphases on computer-based management systems, the use of multi-media instructional devices, the development of data storage and retrieval systems to store program elements, objectives, and evaluation devices, all represent a look beyond the traditional age to the emerging technetronic industrial age that appears to be close upon us. In this sense the competency orientation is futuristic.

The philosophical waters are muddied by the application of systems technologies to domains which at first appear to be inimical to them. For example, systematic programs have been developed to train human relations specialists. Personalistic modes such as Gestalt therapy have been submitted to systems analysis and the development of systematic training procedures. A new field, that of behavioral humanism, is emerging from this effort.[*] Some have even claimed, as does the present author, that the competency orientation is a form and a methodology rather than a philosophical orientation and is broad enough to embrace all the modes of education which have presently been developed.[**] This position is vigorously challenged by many. Broudy, for example, finds the competency orientation inherently atheoretical and feels it is not compatible with any important philosocphical position.[***] Some proponents of the academic orientation find the competency orientation to be antithetical to the academic training of the teacher.[****]

The antecedents of the movement can be most clearly discerned in the years since 1940. One clear antecedent is the development of systems for analyzing the transactions of teaching in specific behavioral terms. The interaction analysis systems derived from the work of Anderson and Brewer just before the

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[*] Carl E. Thoresen, ed., Behavior Modification in Education, Seventy-second Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1973).

[**] Bruce Joyce, "Variations on a Systems Theme," in Perspectives on Reform in Teacher Education, ed. Bruce Joyce and Marsha Weil (Englewood Cliffs, N.J.: Prentice-Hall, 1972).

[***] Harry S. Broudy, "A Critique of PBTE" (Washington, D.C.: American Association for Colleges of Teacher Education, 1973).

[****] Michael Shugrue, "Performance-Based Teacher Education and the Subject Matter Fields" (Washington, D.C.: American Association for Colleges of Teacher Education, 1973).

Second World War and were further developed through the work of Withall, Flanders, Medley and Mitzel, Bellack, B. O. Smith, and others.* Simon and Boyer have identified about eight instruments for classifying the acts of teacher and learner.** The first Handbook of Research on Teaching appeared in 1963 after several years of preparation and anchored this literature for researchers on teaching.*** The behavioral analysis of teaching rested on some major assumptions. One was that the acts of teaching and the responses of the learner could be reasonably analyzed into specific, even minute, behavioral components without doing violence to the essential nature of the act. A second is that the mysteries of teaching and some of the mysteries of learning would over time be unlocked by this type of research, and that teaching is not an intuitive art but is composed of discernible patterns of behavior the dimensions of which can be productively changed through training. Many researchers hoped to identify specific components of teacher behavior that would be related to desirable pupil growth. While normally the pupil growth that was studied stemmed from the objectives of the industrial age school, many researchers were seeking clues for methods of reforming education by orienting it toward newer goals in the affective or cognitive areas. Withall and

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*Harold H. Anderson and J. E. Brewer, Studies of Teacher Classroom Personality II (Stanford, Cal.: Skanford University Press, 1946); John Withall and W. W. Lewis, "Social Interaction in the Classroom," in Handbook of Research on Teaching, ed. N. L. Gage (Chicago: Rand McNally & Co., 1963); Ned Flanders, Analyzing Teacher Behavior (Reading, Mass.: Addison-Wesley Publishing Co., 1970); Donald N. Medley and Harold E. Mitzel, "A Technique for Measuring Classroom Behavior," Journal of Educational Psychology 49 (April 1950): 89-92; Arno Bellack, The Language of the Classroom (New York: Teachers College Press, 1966); B. O. Smith, Teachers for the Real World (Washington, D.C.: American Association of Colleges for Teacher Education, 1969).

**Anita Simon and Gil Boyer, Mirrors for Behavior (Philadelphia: Research for Better Schools, 1967).

***Handbook of Research on Teaching, ed. N. L. Gage (Chicago: Rand McNally, 1963).

Flanders, for example, studied social climate dimensions of the classroom, trying to identify the dynamics of the acts that supported the learner and improved his feelings of self-worth. In this sense the behavioral analysis appeared to support the personalistic orientations. Bellack, Smith, and others concentrated on describing the cognitive acts of teaching. It is not hard to tell from their writings that they hoped to increase the richness of academic content in the classroom and the exercise of creative intellectual power of the student. Spaulding and his associates are directly from the personalistic school, for they analyze the struggles of the learner as he seeks to actualize himself in the setting of the classroom.[*]

Gradually training systems began to be developed based on the category systems. Taba, Spaulding, Flanders, and other employed behavioral systems to help teachers study their teaching and set goals for the modification of their behavior.[**] Teacher education programs began to adopt the systems and a considerable literature grew up over attempts to modify teacher behavior in this way.[***] The categories of behavior became the goals of training and the assumption was made that a teacher could learn to analyze specific elements of his behavior, gain control over those elements, and thus either modify his patterns in a given direction or develop mastery of a greater repertoire of behaviors.

During the same period, research and development teams began to attempt to lay a basis for the creation of training systems built around specific sets of teacher competencies. Allen and McDonald and their associates at Stanford University developed the technique known as microteaching.* They developed a set of teaching skills appropriate for the secondary classroom, and employed the use of videotape recordings to train teachers to discriminate among their own behaviors and to practice new ones to be incorporated into their repertoires. McDonald's recent essay on applications of behavior modification to teacher training traces the origins of their work in behavior modification theory.** Popham, Baker, and their associates at the University of California (Los Angeles) became the center of a movement to train teachers to select specific behavioral objectives for children, to develop appropriate instructional methodologies, and to evaluate the effects of teaching with precision.***

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[*] Robert Spaulding, "Educational Intervention in Early Childhood." Final Report for the Ford Foundation, Durham, N.C., 1970.

[**] Hilda Taba, Sam Levine, and Freeman Ellzey, Thinking in Elementary School, Cooperative Research Project No. 1574 (San Francisco: San Francisco State College, 1964); Flanders, op. cit.; Spaulding, op. cit.

[***] Theodore Amidon and John Hough, Interaction Analysis (Reading, Mass.: Addison Wesley, 1967).

Borg and his associates at the Far West Laboratory developed multimedia training systems built on the microteaching principle.**** In a similar effort, Joyce, Weil, Wald and their associates built training systems based on a systematic analysis of a variety of models of teaching.***** These researchers and developers assume not only that teaching is amenable to particularistic analysis but that it can be trained skill-by-skill as well; that the teacher can synthesize a repertoire of specifically taught behaviors into the totality of his act of teaching.

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*Dwight Allen and Kevin Ryan, Microteaching (Reading, Mass.: Addison-Wesley, 1969); Frederick J. McDonald and Dwight Allen, "Training Effects of Feedback and Modeling Procedures on Teaching Performance," Report (OE-6-10-078) to the United States Office of Education, Stanford University, 1967.

**Frederick J. McDonald, "Behavior Modification in Teacher Education," in Thoresen, op. cit., pp. 41-76.

***James Popham and Eva Baker, Establishing Instructional Goals (Englewood Cliffs, N.J.: Prentice-Hall, 1970).

****Walter Borg, The Mini Course (Beverley Hills, Calif.: MacMillan Ed. Services, 1970).

*****Bruce Joyce, Marsha Weil, and Rhoda Wald, "Models of Teaching in Teacher Education: An Evaluation of Instructional Systems," Interchange 4 (Winter 1974): 47-73.

The assumption that teaching could reasonably be studied and trained in segments underlay much research in the late 1960s. Gage and his colleagues, despairing of the global conceptions of teaching that had guided much of the research between 1900 and the mid-1950s, advocated a "micro-criterion" approach based on the very specific study of particular types of teaching acts such as lecturing, counseling and so on, attempting to create a research base for specific training.*

In 1968 an event occurred which unified this movement. The United States Office of Education issued a request for proposals for the application of procedures of systems analysis to the development of training programs for teachers. The request specified that the competencies of the teacher were to be stated in terms of sets of behaviors, that these sets were to be linked to training systems specifically designed to bring about the achievement of the competencies, and that the total program was to be under a management system for purposes of evaluation and improvement. Ten contracts were let. In less than a year ten teams, working separately, developed a series of complex program models which were widely disseminated and which form much of the substantive base of the movement toward competency-based teacher education.

In addition to their use of systematic planning procedures the teams operated on certain basic ideas about the teacher and about training programs, although they differed considerably in the application of these ideas to teacher education. Among the ideas, which together constituted a common frame of reference for teaching and teacher training, were the following:

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*N. L. Gage, Teacher Effectiveness and Teacher Education (Palo Alto, Calif.: Pacific Books, 1970).

1. The teacher was viewed as a clinician in much the same sense that physicians are clinicians, that is, as the possessor of strategies for making instructional decisions and of the knowledge and skills needed to carry out these decisions.
2. Teachers were seen as members of a clinical team, and frequently as specialists on that team.
3. Needed competencies of the teacher would be defined in terms of specific behaviors and these behaviors would be matched with specific learning experiences and arranged in instructional modules designed to achieve the objectives.
4. Management and control systems would be developed to monitor teacher training programs to provide them with flexibility that would permit adapting to student requirements.
5. A consortium of colleges and school districts would be required to provide for the academic training, preservice training, internship or practice teaching, and continuing in-service education needed to prepare teachers for the responsibilities of the classroom.
6. Training programs would be designed to make extensive us of simulation laboratories where situations somewhat less complex than the "real world of the teacher" could be used to teach clinical skills.
7. The teacher would have available to him knowledge from the behavioral sciences which he could use to make and carry out educational decisions.
8. Provisions would be made for revision and redevelopment of the training programs.

These common elements in the models suggest that the developers live in an assumed world comprised of management systems theory, concern for efficiency and systematic training, and the belief that the application of these ideas to the education of teachers would mean (a) a more personal environment for the student and a more effective teacher product, and (b) a university in which desirable innovation can be made much more easily than in the present organization.

In keeping with these basic ideas each team developed its model by going through the following steps, although not necessarily in this order: (a) the development of a performance model of a functioning teacher; (b) the analysis of the model in terms of sets of behavioral objectives; (c) the specification of program components to accomplish distinct sets of behaviors; (d) the development of an overall training system, with interlocking components so as to achieve an integrated performance at the end of the program; (e) the development of a monitoring system that would make possible the adjustment of the program to individual differences and insure continuous feedback and evaluation; (f) the development of specific procedures for humanistic guidance of the prospective teacher as well as arrangements for a smooth transition from the training institution to the school in which the teacher will work.

The variety of approaches which resulted from the CBTE movement resulted in problems of definition. A huge literature was generated in a very short time. (Schneider compiled a bibliography of more than 800 items only six years after the movement began.

A number of definitions of competency based education have been written during the past few years. Several are included below for comparison and analysis.*

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*Houston studied CBTE programs and provided an essay which became the most frequently-cited paper on definitions. The following passage is taken from that paper.

The most widely quoted and accepted definition was suggested by Stanley Elam in Performance Based Teacher Education: What Is the State of the Art? In August 1971, the AACTE committee sponsored a conference in which a group of experts discussed salient aspects of CBE/PBE. Elam prepared a perceptive report on their deliberations, and included three levels of descriptors in his definition of CBE/PBE: (1) essential elements; (2) implied characteristics; and (3) related or desirable characteristics. The essential elements must all be included in a program for it to be defined as CBE/PBE. These are listed below:

(1) Competencies (knowledge, skills, behaviors) to be demonstrated by the student are

- Derived from explicit conceptions of teacher roles;
- Stated so as to make possible assessment of a student's behavior in relation to specific competencies; and
- Made public in advance.

(2) Criteria to be employed in assessing competencies are

- Based upon, and in harmony with, specified competencies;
- Explicit in stating expected levels of mastery under specified conditions; and
- Made public in advance.

(3) Assessment of the student's competency

- Uses his performance as the primary source of evidence;
- Takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior; and
- Strives for objectivity.

(4) The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

(5) The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

Several other characteristics seem to be implied in the list of essential elements and are often found in competency based programs:

(1) Instruction is individualized and personalized.

(2) The learning experience of the individual is guided by feedback.

(3) The program as a whole is systemic.

(4) The emphasis is on exit, not on entrance, requirements.

(5) Instruction is modularized.

(6) The student is held accountable for performance, completing the preparation program when, and only when, he demonstrates the competencies that have been identified as requisite for a particular professional role.

Less central than the essential elements and implied characteristics are several other related and desirable characteristics:

(1) The program is field centered.

(2) There is a broad base for decision-making (including such groups as college/university faculty, students, and public school personnel.

(3) The materials and experiences focus on concepts, skills, knowledges, which can be learned in a specific instructional setting.

(4) Both the teachers and the students are designers of the instructional system.

(5) [The program] includes a research component and is open and regenerative.

(6) Preparation is career continuous.

(7) Role integration takes place as the prospective teacher gains an increasingly comprehensive perception of teaching problems.

Houston and Howsam, after defining competence and CBE and discussing its implications, summarize their position in this way:

> Competency based instruction is a simple, straightforward concept with the following central characteristics: (a) specification of learner objectives in behavioral terms; (b) specification of the means for determing whether performance meets the indicated criterion levels; (c) provision for one or more modes of instruction pertinent to the objectives, through which the learning activities may take place; (d) public sharing of the objectives, criteria, means of assessment, and alternative activities; (e) assessment of the learning experience in terms of competency criteria; and (f) placement on the learner of the accountability for meeting the criteria. Other concepts and procedures--such as modularized packaging, the systems approach, educational technology, and guidance and management support--are employed as means in implementing the competency based commitment. For the most part, these contributory concepts are related to individualization.

Cooper and Weber define competency based teacher education in a succinct passage:

> A competency based teacher education program specifies the competencies to be demonstrated by the student, makes explicit the criteria to be applied in assessing the student's competencies, and holds the student accountable for meeting those criteria. While at first glance this definition appears to depict a rather harsh, almost mechanistic process, nothing could be further from the truth. The competencies referred to are attitudes, understandings, skills, and behaviors that facilitate intellectual, social, emotional, and physical growth in children. The student is held responsible for demonstrating these competencies, because they are necessary to teaching effectiveness. He may, however, help to determine either the competencies to be acquired, or the setting in which the competencies are to be demonstrated, or both.

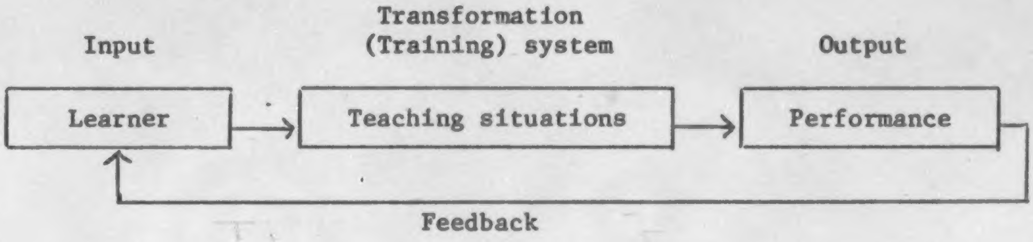
Johnson defined CBE by comparing the characteristics of common programs and CBE programs:

Characteristics of CBE Programs	Characteristics of Common Programs
The main indicator of the student's achievement is his ability to do the job for which he is preparing effectively and efficiently.	The main indicators of the student's achievement are his knowledge of the subject and his ability to tell how the job for which he is preparing may be done effectively and efficiently.
Once a student has demonstrated his ability to do the job for which he is preparing, he may do it when he has completed his preparation. Time is not a factor. He may finish earlier than others or take more time than usual if need be the case.	The student operates within specified time limits such as academic years, semesters, and quarters. Class hour requirements are generally adhered to.
The criterion of success is demonstrating one's ability to do the job. Mastery criteria are used to determine how well the student performs. He must satisfy these criteria if he is to be considered competent.	The criteria of success are letter grades which indicate the extent to which the student knows the required subject matter.
There is little concern for entrance requirements. The student starts where he is. If he is not ready, he is helped to become ready.	Entrance requirements are important concerns. If he is not ready he cannot be admitted.
Flexible scheduling of learning activities is essential to provide for individual differences among students. This allows for year round educational opportunities and numerous possible times for enrollment.	Students are scheduled for instruction into fairly rigid blocks of time. The academic year and infrequent mass registration are standard practices.
There are no fixed rules as to how, when, or where learning is to be accomplished.	On-campus classroom teaching is the most common approach to instruction. Lengthy on-campus required attendance is standard.
Opportunities are provided to acquire competencies in practical field experiences or on-the-job.	Practical field experiences are limited.

THE LEARNING MODEL OF COMPETENCY BASED PROGRAMS

The learning model of competency based programs is a *cybernetic* model. Its simplest form appears in Figure 8:1. The learner is the input into the system. He or she is placed in teaching situations in which teaching performances are enacted. The output is the set of performances that are used in this situation, on which continuous feedback is given so that they are effective in the situation.

Figure 8:1. The Cybernetic Model of a Competency-Based Program



The modular design of competency based programs is a technological device for implementing this model. There are many performances to be learned; each one, or combinations of them, is the basis for designing a cybernetic system for their acquisition. The design of the modules usually includes a first phase where the simpler skills are acquired; subsequent phases are to learn more complex skills and combinations of skills.

Given that teaching performances have behavioral and cognitive components, it is useful to think of the teacher-trainee as an information-processing organism. This model implies that what the trainee learns is a function of his encoding processes--his perceptions and interpretations, the situations to which he is exposed, and the kinds of feedback he receives.

The training system must take into account the potential interactions between the trainees' encoding system and the situations to which he is exposed that determine the characteristics of the feedback he ought to receive. Thus, modules may be adapted to the characteristics of the trainee or they may be built to modify the trainee's processing systems.

The overall design of the modular system is the means by which dynamic growth is stimulated. This growth is stimulated by the variety and complexity of teaching situations to which the trainee is exposed and by the complexity of performances that are required of him.

It should be apparent that feedback depends on what aspects of performance are being modified at any point in time. In some cases a simple reinforcement paradigm will be useful. In other cases, analytic processes will have to be stimulated so that interpretations and decisions may be affected. No assumptions need be made about the most effective kinds of feedback. Finding them is an empirical problem.

Autonomous growth processes are stimulated in a competency based program in two ways: (1) by stimulating information-gathering and -interpreting processes, and (2) by teaching procedures for providing feedback to oneself. These processes can be learned in special modules designed to teach them and can be made part of the performance learning of each module.

PROGRAM GOAL OBJECTIVES

Almost 60% (57.4) of the programs have a written statement of objectives which has been formally adopted by the program staff (see Table 8.2). Another 9.2% of the department heads indicated that such a statement exists but has not yet been given formal approval. Almost 20% (17.7) indicated that the process for the development of such a statement has begun. Only 13% of the department heads reported no formal statement of competencies or learning objectives for their trainees. Thus, in the opinion of the heads of the various education programs, competency- or objectives-oriented statements are commonly utilized as part of the program planning and implementation process.

Table 8.2

STATUS OF WRITTEN STATEMENT OF LEARNING OBJECTIVES
OR COMPETENCIES TO BE ATTAINED BY STUDENTS*

	Percent
Statement has been adopted	57.4
Statement exists without formal approval	9.2
Statement development has begun	17.7
No formal statement	13.0

*Where percentages do not add up to 100%, the difference reflects non-response.

Those heads of departments who indicated they had written statements of objectives were presented with three alternative definitions of learning objectives or competencies and asked to indicate which of these most closely approximated their specific situation (see Table 8.3). Non-response to this item was high (about one-third).

Table 8.3

WRITTEN TYPES OF LEARNING OBJECTIVES OR COMPETENCIES TO BE ATTAINED BY STUDENTS*

	Percentage of All Respondents
Definition A: Competency statements describe learner outcomes to be expected from the performance of profession-related functions (e.g., pupils of our teacher trainees will ask content-related questions).	19.4
Definition B: Competency statements describe profession-related skills to be possessed by the trainee (e.g., trainee can administer, score and interpret reading readiness tests of pupils).	36.9
Definition C: Competency statements describe knowledge that is related to professional functions (e.g., trainee can compare and contrast major learning theories).	6.8
None of these	5.8

The most complete type of competency statement addresses desired student outcomes as well as teacher (trainee) performance. About one in five institutions (19.4%) indicated they had adopted such a statement of objectives or competencies, More than a third of the department heads reported objectives stated basically in terms of teaching performance (36.9%), and another 6.8 percent indicated their written objectives are stated in terms of knowledges desired rather than teaching skills to be demonstrated. Thus, over half of the programs (56.3%) were reported as having a distinct teacher competency or performance orientation in terms of existing written objectives. There was no major variation in this pattern across departments preparing different types of teachers with the exception of special education (88% of special education department heads stated they had competency statements in terms of types A and B).

INSTRUCTIONAL FORMAT

The department heads were also presented with three types of instructional practice and methods of reporting student progress as follows:

1. The unit of instruction and reporting is the learning objective. There is at least one distinctive learning opportunity or module which is focused on the development of each competency.
2. The unit of instruction and reporting is the course, but a document exists which relates competency or learning objective attainment to the completion of units within courses.
3. The unit of instruction and reporting is the course and the attainment of individual competencies or objectives is not assessed.

Table 8.4

TYPE OF INSTRUCTIONAL FORMAT

	Current	Future
Modular	16.9	29.7
Competencies Within Courses	43.1	24.9
Coursework Only	22.2*	4.8

*When percentages do not add up to 100%, the difference reflects non-response.

22.2% of the respondents report courses as the basic unit of instruction with no assessment of how individual competencies are attained. Another 43.1 percent indicated that the basic unit of instruction is the course, but a document exists which relates specific competencies or objectives to the completion of units within courses. Seventeen percent of the program heads (16.9) indicated that the competency-oriented modular approach best describes their department at present. There were few interdepartmental differences although a somewhat higher percentage of secondary education and vocational education department heads indicated that the modular approach best described their program.

In summary, 60 percent of the respondents report some competency orientation in their instructional format. Additionally, almost 30% (29.7) of the respondents report a move to the modular format in the future and another fourth (24.9%), movement toward more explicit competency formats within courses (see Table 6.9). Only 4.8 of the respondents see an expansion of the course format independent of the assessment of some competencies.

PREASSESSMENT PRACTICES

About 50 percent of the department heads (51.1) indicated that the beginning skills of their trainees were assessed and about 45 percent (44.7) that they were not (see Table 8.5). There were relatively few departmental differences in responding to this question. Thus, about 50 percent of the programs apparently accept the principle of Competency-Based Teacher Education (CBTE) that entering skills be assessed, and needed variation in instruction made on the basis of that assessment.

Table 8.5

ASSESSMENT OF SKILL OR PERFORMANCE LEVEL
OF STUDENTS ENTERING TEACHER EDUCATION PROGRAM

	Yes	No
Are Skills Assessed?	51.1	44.7

While this principle of preassessment is endorsed by about half of the department heads, less than 30 percent (28.1%) of them indicate that all students are tested at the point of entry to the program (see Table 8.6). Two percent indicate that a sample of the students are tested. Thus, formal assessment procedures are used less frequently than they are espoused. More subjective assessment procedures are indicated by the 28% of programs which employ formal competencies. Again, there were few differences between specific departments in terms of preassessment practices.

Table 8.6

METHODS USED IN INITIAL ASSESSMENT
IN PROGRAMS REPORTING SUCH PRACTICE

METHOD	YES	NO
Testing all students	28.1	71.9
Testing of a sample of entering students	2.0	98.0
Observation of students	28.0	72.0
Recommendations of others	29.4	70.6
Student Self-appraisal	20.6	79.4
Others	14.8	85.2

Thus, while a little more than half of the institutions report some initial assessment, in fact only about a third of the total population test all of their students and observations, recommendations and self-appraisal as the most common procedures reported as employed in initial assessment.

STUDENT EVALUATION

The evaluation of students in programs is done primarily by the instructors with but few exceptions across departments (see Table 8.7).

Table 8.7

METHODS USED TO FORMALLY EVALUATE STUDENTS*
(Percent of all Programs)

Methods of Evaluation	Professional Studies	Clinical Experiences
Evaluation is done by the instructor	60.6	8.2
Evaluation is done by a committee	0.8	11.1
Criterion-referenced tests keyed to individual statements of competency	3.4	2.3
In-classroom student teacher performance	4.5	33.9
Changes in pupil behavior in classes taught by trainee	0.1	3.7

*When percentages do not add up to 100%, the difference reflects non-response.

Thus, the language of behaviorism is relatively common, but the operation of programs generally indicates that a full-blown use of the competency orientation is very rare. Since CBTE is a systems approach, requiring systematic behavioral assessment and a modular curricular format, we conclude that its partial implementation indicates that it has been embraced superficially but not actualized.

What will happen to CBTE in the future is not clear. Many faculty members (about two-thirds) have had some experience with CBTE and about half stated that they have engaged in some developmental work.

However, only about twenty percent indicated that the courses they teach should be labeled "CBTE."

Most telling, probably, is that two-thirds of the faculty predict that in three years CBTE will have disappeared.

Thus, CBTE has surely touched the life of teacher education, but full "systems" development has apparently been rare, and the results of the effort are probably slipping away.

It is not surprising that CBTE is not operationalized very often. It depends on a substantial research and development effort.

Only 22% of the programs indicated that they are linked in any way with a formally organized research and development capability (a unit devoted primarily to research and development activities). Those most frequently reporting such a linkage were departments of special education and school services (29% and 42$, respectively) with elementary and secondary education (12.2% and 8.5%, respectively) reporting such a relationship the least often.

Table 8.8

FORMAL RELATIONSHIP BETWEEN TEACHER EDUCATION PROGRAMS AND RESEARCH AND DEVELOPMENT STRUCTURES

	Yes	No
Is this teacher preparation program linked with a formally organized Research and Development capability?	22.3	73.2

Apparently then, an organized research and development capability is not linked in a formal way to teacher education programs in a majority of cases.

Those teacher education programs which reported a Research and Development Linkage, identified this capability as most frequently residing in their own program unit (11.6%) or in another department within the institution (11.0).

Rarely was such a linkage reported with any external agency, whether another institution (4.5%), a regional laboratory (1.2%) or a private firm (0.8%). What little relationship to a formalized research and development effort that does exist, then, is usually within the College of Education.

RESEARCH

Furthermore, it appears that most of the faculty are not involved in research or development activities, and that relatively few of the institutions have obtained sufficient monies from foundations or federal sources to enable them to engage actively in either research or development. The very low research productivity of most faculty appears to be an indication of this.

We summarize with an earlier thought: teacher education programs operate adaptively within their contexts. Changes are gradual and, on the whole, the products of educational research and development are adopted on a limited basis within the normative structures of the programs.

CHAPTER NINE

Special Education

Colleges and schools of education commonly have a department or program unit in special education (Seven in ten). As would be expected, special education departments are more common in the major comprehensive teaching universities and multiversities devoted to research and development than they are in smaller colleges. While there are more programs which prepare general elementary and secondary teachers, Special Education programs are, in fact, more common than such familiar areas as: Foundations of Education, Educational Administration, Educational Psychology, Early Childhood, and even Curriculum and Instruction (see Table 3.2, Chapter 3).

The number of students enrolled in Special Education is growing steadily at both the bachelor's and master's levels. Lower Division (Freshman and Sophomore) enrollees for 1975-76 AY alone is more than twice the number of bachelor degrees awarded. This trend of an expanding student body presents a sharp contrast to those programs preparing general elementary and secondary teachers where enrollment has declined about twenty percent in recent years. Student perceptions of the job market partially explain this trend. When students were queried as to what teaching area or specialization would afford a situation where the demand for teachers exceeded the current supply, about a third (32.9%) saw this to be the situation in special education, whereas only about six percent saw similar job potential in general elementary or secondary teaching (see Table 5.27, Chapter 5).

Special Education Programs

Not surprisingly, then, there is evidence of extensive program development in Special Education. Eighty percent of the special education program heads reported that there were substantial changes in their programs within the last year in which they responded to the survey. Three-fourths indicated that additional courses were added contrasted with fewer than 50 percent (47.0%) of secondary teacher education programs (see Table 7.13, Program Section). In addition, almost 60 percent of special education program heads reported an expanded clinical component where the mean number of other program units reporting such expansion was less than forty percent (see Table 7.14, Program Section).

Special education program heads state that about 45 hours are required of their students in general studies, about 43 hours in professional studies and about 21 hours in clinical experiences (see Table 6.6, Program Section). This amounts to nearly equivalent amounts of required coursework both within and outside the professional sequence of studies and about one credit hour of clinical work for every two hours of professional coursework. This is a much greater proportion of professional training than we find in the other teacher education programs. Typically, a little more than 50 credit hours of general studies are required, about 30 hours of professional studies (13 less than in special education) and only 14.08 hours in the clinical component. Special Education programs typically demand two and a half as many credits in both the professional sequence of courses and the clinical component than do programs preparing secondary teachers, for example, and exceed even elementary education programs by a considerable amount.

Special Education faculty perceive these program components to be well articulated in terms of continuity and sequence. They believe that methods courses are designed to anticipate those skills needed later when students practice in the classroom. Similarly, the overwhelming majority of faculty believe that these clinical experiences are a continuing source of feedback for needed further development in the foundations and methods courses.

Almost nine in ten of the administrators of special education programs report that they have adopted a competency-based orientation to teacher education. They report the use of written competency statements either in terms of desired trainee performance and in several instances, of actual change in student behavior as a result of teacher performance. The adoption of the competency-orientation has apparently gone beyond the writing of objectives since 60 percent of the Special Education faculty indicated personal experience in using some variety of competency-based courses or units.

However, when asked whether they intend to utilize or expand the competency approach in the future, about 60 percent of the Special Education faculty (compared with about half of the other faculty members) stated that they do not intend to use competency-based approaches in the future.

Teacher education programs in Special Education reflect about the same instructional diversity as other programs. Special Education faculty report that they spend somewhat more time using small lecture/discussion formats and less time in independent study than their colleagues in other programs (see Table 4.6, Faculty Section). Given the greater tendency toward this orientation, one would assume the amount of independent student work would be higher,rather than lower, than other programs.

Special Education departments provide slightly more reciprocal services to cooperating than most other teacher preparation departments, with the exception of Elementary Education. For example, more than two-thirds of the departments provide one-to-one consultation and assistance to the cooperating teachers, but more extensive inservice and program consultation is offered by only about on in five departments (see Tables 7.9, 7.10, 7.11, in Program Section).

Special Education Faculty

The faculty in departments of Special Education closely resemble their colleagues in other departments. Typically, the faculty member is a caucasian (89%), 43 years old, with close to ten years of experience in the present position. His/her primary interests are instructional with some attention to scholarly inquiry. Service activities occupy a small proportion of his/her time compared to the traditional higher education responsibilities. The proportion of caucasians, for example, is somewhat higher among Special Education faculty and the rate of publication of articles by Special Education faculty is slightly higher than their colleagues in other areas of education. Nonetheless, the mean percentages of publications are still quite low; about ten percent of the Special Education faculty have published one article during the last three years, another 20 percent two articles and about 15 percent have averaged an article or more annually. About one in three faculty members in Special Education indicate they have published one or more books sometime during their career, which is comparable to the efforts of other faculty in teacher education.

About 40 percent of the Special Education faculty indicate that they believe their students to be adequately prepared to deal with the urban and rural poor (about a third indicate this is not the case). While this is not an especially high percentage, it is higher than in other departments. In fact, about twice as many faculty in Special Education report they give considerable attention to the education of the poor in their course offerings as do faculty in other departments.

One explanation for this may be that learning disabilities are often conceived to be poverty-related. However, only ten percent of the special education faculty (about the same ratio as in other departments) indicate that adequate preparation is provided for students in multicultural settings.

Granted these few exceptions, the general picture is one of similarities between faculty in Special Education and those in other education departments in terms of demography, working conditions, interests surrounding and attitudes about their role, methods utilized, and academic productivity.

Students

About 15% of the students who responded to the survey indicated that they were preparing for Special Education. The profile of students in Special Education would closely resemble other students in teacher education. She/he is Caucacian, 24 or 25 years old, and single. She/he comes from a medium-sized city or suburb. She/he resides in the state in which the college or university is located. There are some minor differences. Somewhat more of the students in Special Education come from urban areas than their classmates in other teacher education programs, and fewer come from rural communities. For example, only about one in five Special Education students report their home as located in a rural area, whereas about one in three preservice students in other programs report this to be the situation. This may reflect the greater availability of Special Education programs in larger urban institutions. A second variation worth noting is that about half as many males indicated they were preparing to teach in Special Education (15.7%) as in all programs combined (28.7%).

The recent legislation intended to ensure that all children are provided with the least restrictive environment for learning ("mainstreaming") demands that all teachers, not just Special Education teachers, have training in accommodating the variant forms of exceptionality and disability. Yet, when the programs of teacher education students outside of Special Education are examined, little, if any, time is devoted to working effectively with these types of students. Table 4.18 in the Student Section indicates that only an average of 4.7 credit hours are devoted to special areas - of which special learning disabilities is but one possible topic of study, let alone needed skill training. Diagnosing learning disabilities is the area of teaching skill where students in general feel least competent. In fact, the diagnosis and remediation of learning problems in general (to say nothing of learning problems associated with the severely handicapped) is seen by students as far and away their most pronounced problem in student teaching (See Table 5.19). The ability to organize and manage a classroom is commonly assumed to be a major limitation of the student teacher. Yet, almost two-thirds of the students are confident of their ability in this regard and only 15.5% of these students have the same confidence in diagnosing and treating learning problems.

This situation, however lamentable, is understandable when the amount of training students have received for this is examined. Over 35 percent of the students report no training in the diagnosis and remediation of learning disabilities, and another 19 percent report that the training they did receive was part of one course. At the preservice level, then, there appears a largely inadequate response to prepare beginning teachers to deal with common learning problems, let alone any design to equip them with the sophisticated skills needed to effectively implement the concept of "mainstreaming". The development of appropriate Special Education curricula for the regular teacher education students appears a major challenge to faculties both within and outside Special Education at this time.

In summary, programs for preparing Special Education teachers are common, especially in larger institutions, and student enrollments are on the rise as well, contrary to the situation in most other departments. There is considerable program development and, in fact, curricular expansion in Special Education programs, with a larger proportion of professional training than in other departments. Special Education programs appear at this time to be more competency-oriented than other programs. Apparently, the results of this labor have been less than what was hoped for, as the majority of Special Education faculty do not plan to continue with this technology.

Faculty and students are quite similar to their counterparts in other teacher preparation programs with a few exceptions. Professors in Special Education place greater emphasis on meeting the needs of students at or below the poverty level and are slightly more oriented towards both knowledge production and program development. There are fewer males among students in Special Education and a slightly larger percentage or students from urban areas are attracted to such programs. Since few other programs provide much training to work with learning disabilities, and since most teacher candidates appear to feel inadequate, the model of special education and the potential contribution of special educators to other areas needs to be examined seriously.

CHAPTER TEN

INSERVICE

CHAPTER TEN

INSERVICE

The overall impression is one of apparent great distance between the two phases of the same enterprise -- preservice and inservice teacher education. In some respects this is hardly surprising. Preservice teacher education has traditionally had much more clarity in terms of its legal, political and conceptual organizational boundaries. As this study bears out, certification and accreditation guidelines have brought about a relative uniformity in preservice programs and procedures. Across institutions, except for the obvious differences in programs which are functions of size of institution, preservice programs follow very much the same patterns across strata.

Inservice education presents a more diverse picture, unless it is viewed narrowly as though school sponsored activities offer teachers at the close of the school day and university courses offered for higher degree or salary incentives.

However, when we view inservice education as encompassing all the diverse activities that certificated teachers may engage in to enhance themselves professionally, we have a much more complex concept and one which has greater potential both for achieving clarity about what is happening and generating fewer dimensions.

It is important to make the distinction between the narrower and broader concepts of inservice teacher education if we are to interpret the information obtained in this study about inservice activities in any kind of perspective. The present investigation was designed primarily to yield information about preservice teacher education, and only a few questions in the Institutional, Faculty and Program Questionnaires bear directly on the inservice enterprise. Nearly all of these deal with portions of time devoted by faculty members to inservice education and the affiliation of institutions with one or more teacher centers.

In a series of separate investigations information is being collected about the status of inservice education, its problems, and the views of school, higher education, community and administrative personnel on alternative solutions to its problems.

In the first phase of that investigation concepts were developed to guide that study, and these concepts can help us to interpret the information which is available from the present investigation.

Thus, we begin this chapter with material exerpted from ISSUES TO FACE, the overview of the first report on the inservice teacher education project.

This analysis synthesizes the products of the ISTE Concepts Study. "ISTE" is shorthand for inservice teacher education, by which we mean formal and informal provisions for the improvement of educators as people, educated persons, and professionals, as well as in terms of the competence to carry out their assigned roles. The report is based on an analysis of interviews with over one thousand education professionals and more than two hundred policy makers at the state and national levels, a study of over two thousand items of literature, and sixteen position papers by expert observers and representatives of special positions. Teachers, representatives of teacher organizations, school administrators, college faculty, board of education members, officials of state and national legislatures, legislative analysis, officials of the federal executive branch, and many others contributed their advice, opinions, and knowledge to the study.

PRESENT INVESTMENT AND FORECAST: THE PROBLEMS OF ISTE ARE STRUCTURAL

ISTE, as it presently exists, is accomplished by a vast and complex organization, a fact of which one must be aware in order to think effectively about the ISTE enterprise. Although there is great discontent with ISTE,(1) and many professionals and nonprofessionals apparently regard it almost as though it did not exist, it does exist, and on a large scale.

Despite dissatisfaction with ISTE, statistics show that over half of all United States teachers presently hold master's degrees, while about five percent of the total instructional staff of schools have received a doctorate. Much of the instruction teachers have received has come from college-based and school district-based programs of ISTE. We estimate that there are seventy to eighty thousand education professors, supervisors, and consultants presently engaged full or part-time as instructors in inservice education, which is nearly one instructor for every twenty-five teachers presently holding positions. In addition, there are almost one hundred thousand principals and vice principals in the seventeen thousand school districts of the nation--one for about every twenty classroom teachers. One of the tasks assumed by principals and vice principals is helping their teachers grow in professional competence, and even if they only spent ten percent of their time in such activities, the effort expended would be enormous. Finally, we must consider the nearly fifty thousand nonsupervisory instructional personnel, such as reading instructors, media and communications experts, and mental health specialists, who act in part as support personnel for teachers. Thus there may be as many as a quarter of a million persons in the United States who engage as instructors in some form of ISTE activity--this is about one instructor for every eight teachers. Not included in these figures are team leaders and other persons who have formal or informal supervisory roles within the classroom, of which there may be tens of thousands; department chairpersons, especially at the secondary level, who participate to some degree in the inservice domain; and teachers who themselves staff inservice courses. Possibly as many as twenty-five thousand teachers each year serve their fellow teachers and aides as instructors in courses, workshops, or other events.

The size of this apparent investment is confusing for several reasons. First, it is confusing because so many people seem to feel the effort is very weak--even impoverished--and is a relative failure. Second, most districts and higher education institutions evidently believe that more funds are urgently needed to develop adequate staff development programs. Third, if the above estimates are at all reasonable, then we are led to the unnerving conclusion that one of the largest training enterprises in the United States is an incredible failure!

If one out of eight of all educational personnel is trying to help others in the field grow professionally, then this failure cannot simply be a matter of investment of time or energy. There are obviously enormous structural problems in the way ISTE is being operated which have to be resolved; however, the problems do not seem to be specific, but rather general, as indicated by the fact that both interviewees and position paper writers spoke more coherently about general issues than they did about specific ones. There are some specific areas of high agreement, to wit, a preference to include teachers as staff much more than has been done previously(2) and to make ISTE more responsive to teachers' job needs and more relevant to their emergent roles.(3) But, the more specific the interviewees became on these issues, the more vague they became about just what should be the objectives and means of the inservice process. Again, there is agreement that collaboration should be used to guide inservice education,(4) but the more collaboration was specifically probed, the more vague the responses became. There are two general structural problems with ISTE. First, the vast varieties of possible training options need to be interfaced closely with teacher needs and general thrusts of school districts. Theory-based approaches to education need to be followed up by clinical training which is largely mediated by teachers themselves. Second, the vast problems of time in which to be trained and providing training close to the work site have obviously not been solved at all.

ISTE, in short, is a cornucopia of problems crying for alternative solutions. No single approach to the governance, structure, substance, or process of ISTE is likely to solve very many of its problems. We obviously should enter a period of experimentation with alternatives--alternatives which make inservice education more relevant to the teacher and which experiment with various forms of governance, kinds of interfaces, alternative trainers, modes of directive, and self-directed teacher education.(5)

ON DEFINITIONS: PROBLEMS OF LANGUAGE

It is relatively easy to discover some of the important features of ISTE and to build certain kinds of concepts. In other cases, however, controversy and rapid development and change have combined to make it difficult to focus on the area effectively. The formation of definitions in ISTE is especially difficult,(6) as is revealed by the many languages used in the literature, position papers, and interviews. Terminology ran riot. With the exception that nearly everyone spoke negatively about ISTE, there was relatively little agreement about definitions or about how ISTE should be carried on.

By ISTE, we refer to the growth of the professional educator in three ways. First is general growth--the development of a human being whose growth potentially enriches his relationships to children and the kinds of instruction he is able to give. The second type of growth is the improvement of the educator's competence to carry out his particular role. For a secondary school teacher, for example, this may include the development of increased competence in subject specialties and mastery of the repertoire of approaches to teaching. For an administrator, competence as an organizer, facilitator, and leader in curriculum and instruction would also be included. Finally, growth refers to training to better enable the educator to implement curricular and instructional reform decided on by the persons responsible for the shape of the school in which the educator works.

In the course of our study, we have become convinced that no single mode of ISTE speaks to all of the above needs for growth, but that very few modes speak only to one need. Sabbaticals, for example, can be granted to teachers for any of the three kinds of broad purposes outlined above: The teacher may use a sabbatical for general professional development as an educated human being, to study techniques specifically related to his type of educational role, or, less often, to study a curriculum approach which is to be implemented by his school.

The actual great variety in ISTE(7) is one of the reasons for the proliferation of terminology. ISTE ranges from self-directed sabbaticals (which are relatively rare) to degree-oriented programs of courses in universities, to workshops and practicums offered onsite. It also includes informal activity by members of teams in schools, formal and informal instruction and tutoring by mental health personnel, directed and self-directed activity in teacher centers, and a host of other variations. Because of the large number of varieties of ISTE, it is not surprising that the same terms might be used differently by different people.

ON CLOUDINESS: PROBLEMS OF PERCEPTION

The connotative language used to describe ISTE is a different sort of complication. Although the interviews indicated that there is widespread agreement that ISTE has serious flaws, equally solid agreement that it is necessary, and an apparent consensus that its main problems are structural, heavy criticism from all levels of educational personnel clouds the substantive issues. Teachers, school administrators, higher education faculty and administration, legislators, school board members, and scholars in the field all tend to speak of ISTE with negative connotations.

It is arresting that the majority of the interviewees, position papers, and literature, although agreeing that the problems of ISTE are vast and acute, proclaimed the importance of ISTE to the improvement of education and the life of the professional teacher.(8) Furthermore, everyone was voluble about how to improve it. At this point, things are not clear enough for us to even attempt to generate a single model of ISTE which would take into account all of the problems that must be solved for it to be effective. Rather, we must consider a series of models and utilize the variation and variety of dimensions that can exist within each model.

Thus, in this paper, we speak in some cases surefootedly, and in others quite tentatively. There is a great need for firm data about ISTE practices, trends, and alternative models, and for effective concepts and definitions that can enable education professionals and policy makers to talk effectively to one another. We believe that attention to the nature of the structure of ISTE will help develop clear definitions and communication and will generate models for improving ISTE.

STRUCTURE AND VARIATION

When we say that ISTE has structural problems, we mean that its structure is formed by several dimensions which interact with one another, and that the effectiveness of the enterprise depends on the productive interaction of the dimensions. Weakness in one dimension is magnified because it undermines the power of the other dimensions, but improvement of one dimension alone will not appreciably improve ISTE--the dimensions must be effectively meshed. Several dimensions of ISTE are seriously flawed at present, and the relationship among the dimensions is far from optimal. The general structural problem overshadows specific problems, making narrow remedies of doubtful value.

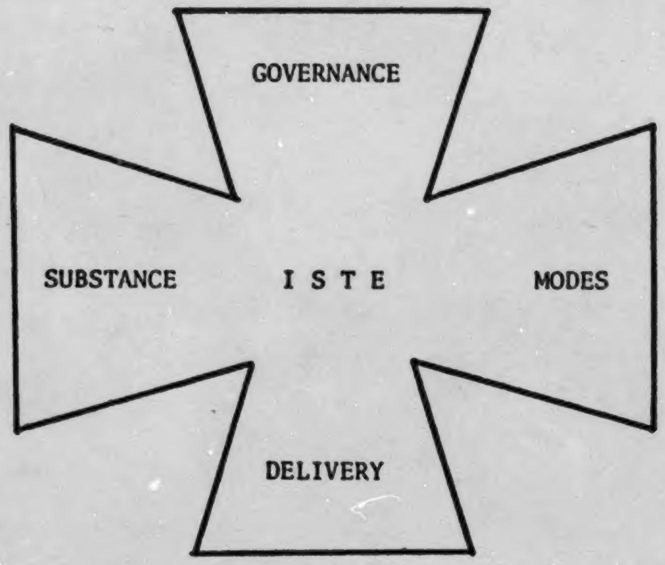
It appears at present that there are four major dimensions that take the form of systems that link together to form the operating structure which is ISTE. The four systems are:

(1) The Governance System
(2) The Substantive System
(3) The Delivery System
(4) The Modal System.

The governance system is composed of the decision-making structures which legitimize activities and govern them. The substantive system is composed of the content and process of ISTE and deals with what is learned and how it is learned. The delivery system is made up of incentives, interfaces between trainees, trainers, and training, and staff. It deals with motivation, access, and relevance to the role of the individual professional. The modal system consists of the forms of ISTE, ranging from sabbaticals abroad to intensive onsite institutes. These modes are the envelopes in which ISTE is delivered. The figure below depicts the four interlocking systems of ISTE.

Figure

THE SYSTEMS OF ISTE



Decisions (governance) result in substance (and process), modes (selected from varieties), and delivery (incentives, interfaces, staff). Thus, a school faculty, authorized by a grant from a district, may decide (governance) to develop a workshop (mode) in which mathematics is explored with a hands-on approach (substance and process) during released time, on the premises, with the teachers themselves as staff (delivery).

It is this complex structure of interlocking systems which needs to be studied and improved. Many present proposals to study ISTE are fragmentary, in the sense that they collect data about only one aspect of ISTE. If ISTE is to be improved, it must be studied as a system composed of at least four sub-systems. For example, cost and finance is only one facet of governance, and any facts about it are relatively uninformative if it is not examined in the context of other facets of governance, and substance modes, and delivery. Incentives are an important aspect of delivery, but study of incentives alone will tell us little. We must ask incentives for what, how, and under what governance system. Thus, any study aimed at changing ISTE requires exploration of the whole structure of ISTE, not merely of its parts.

GOVERNANCE AND CREATIVE COLLABORATION

Much of the recent literature on ISTE and a good deal of the activity have involved new collaborative arrangements.(9) In fact, it is fair to say that there has been greater attention to the process of organizing ISTE than there has been to a definition of substance and process. Ultimately, changes in governance and structure will not improve ISTE without a corresponding improvement in substance and process; however, it may well be that changes in the governance structure will be prerequisite to improvement in content.

A great deal of recent activity has focused on the creation of teacher centers. Yarger's position paper,(10) and his previous exhaustive report,(11) analyze the various forms of teacher centers which have sprung up recently, and the forms of governance attending them. It is clear that the teacher center movement is large, but as Yarger points out, teacher centers have as many meanings as does ISTE itself, and thus the teacher center movement does not represent a coherent thrust around one form of governance or one particular mode of ISTE.

The entities most frequently mentioned in discussions of collaborative arrangements are local education agencies or school districts, higher education institutions, state departments of education, teacher organizations, and community organizations or representatives of the community. Generally speaking, the federal government and state education agencies are seen as providing authority and funding for ISTE, but not participating directly in collaborative arrangements. However, they may require such arrangements, as in the case of the Teacher Corps and the Urban/Rural School Development Program.(12) Legislation with respect to ISTE is presently chaotic, as Pais points out,(13) with states not having omnibus or general authority through legislation, the result being that many state and federal programs are program-specific. The position of the national leadership and most state teacher organization leaders is that ISTE should be a matter for bargaining, along with all other conditions of teacher employment. However, there is an absence of legislation in this area also.

There is a widespread feeling that all of the entities have an important place in ISTE through collaborative arrangements, but there has not been much agreement on a single type of arrangement among the myriad possibilities.(14) It is generally agreed that the role of state and federal governments should be facilitative and designed to provide general program direction, monitoring, and, selectively, money to stimulate the form of and facilitate the collaborative process. In general, the teacher organizations wish to utilize bargaining to increase the place of the teacher in the governance of the inservice enterprise.(15) In some cases, teacher organizations have begun teacher centers or participated in the governance structures of agencies set up to influence teacher education.

THE QUESTION OF OWNERSHIP AND ORPHANAGE

As the power of the degree in a credit-oriented ISTE system diminishes, so does the hold of the school system (which has mediated credit and credential-oriented incentives) and the higher education institution (which has controlled the investment in staff and facilities) over the area.(16) As a consequence, a process which seems to us to be much like orphanage has gradually occurred.(17) Teachers are unwilling to accept the same quantities of higher education mediated instruction they have in the past and are demanding much greater control over the content to which they will be exposed. Similarly, throughout the profession, there is a desire to have increased collaboration. In our interviews, higher education faculty indicated as much of an interest in collaboration as did teachers, probably because it affects their credibility. No one wants to be rejected by his trainee--a position higher education faculty have been in for quite a few years now. Thus, the power in ISTE has gradually slipped away from the higher education institutions and local education agencies, but the newly formed collaborative agencies have not yet become coherent enough to assume the ownership of such a large enterprise, and the chaos of legislation, various bargaining arrangements, and myriad types of teacher centers has left governance in considerable disarray. No one presently owns ISTE, and no entity can speak strongly enough for it to gain that control. Clearly teachers and teacher organizations have greatly risen in their power to influence ISTE, and perhaps to control it in many ways, but they, too, have not yet developed a coherent enough thrust to be able to provide the sort of leadership that was formerly generated from the higher education institutions and school systems. The Montgomery County, Maryland ISTE program described by Marilyn Nelson,(18) for example, has not yet been duplicated in a collaborative arrangement. The powerful Los Angeles City Schools ISTE program, which offers more than eleven hundred courses to thirty thousand teachers,(19) if diminished, could not presently be replaced by an alternative structure. A much more coherent philosophy of ISTE must be developed and implemented, in which organizations are jointly responsible for the ownership of ISTE, if this vast enterprise is to be governed coherently.

FUNDING

It is clear that boards of education control money which often is mediated from the state in the form of average daily attendance stipends, and that ISTE efforts by higher education institutions have been supported not only through tuition but by public sources as well. When one considers the various possible collaborative arrangements in which roles of teachers, community members, higher education institutions, and local education agencies are moderated by regulations and monitors at the federal and state levels, the question must be asked: Does the present funding structure permit such kinds of innovation and collaboration?

Despite the chaos in legislation and the confusion over the alternative forms of collaboration which might be generated, the answer must be: Yes. Although neither boards of education nor regents or trustees of universities can eschew their responsibility for the way money is spent, every collaborative arrangement which has so far been suggested could probably be adequately funded under existing legislation.(20) Boards of education cannot simply commission teacher organizations to operate ISTE programs without maintaining control over the quality and fiscal responsibility of the enterprise, but they can go a long way toward bringing teachers, community agencies, and others into collaborative arrangements. Under the Urban/Rural School Development Program, local education agencies receiving contracts from the federal government have been able to establish governance structures in which community members, teachers, students, consultants, higher education faculty, and technical assistants all work together to generate new patterns of ISTE without violating the authority and responsibility of the local education agency.(21) Thus, the number of possible contractual arrangements for ISTE is enormous. Although there is much discontent with ISTE funding and governance structures, it is not the system, but rather imagination and careful organization which are limited at present.

THE COMMUNITY

Increasingly, it has been questioned whether local education agencies governed by elected school boards are adequately responsive to the needs of communities,(22) especially the needs of the less affluent, minorities, the gifted, and the handicapped. There is pressure for the involvement of community members in the determination of curriculum, school organization, and inservice teacher training in ways which are not simply mediated through the elected board. In some ways, boards of education and local education authority administrators have been resistant to such pressure, feeling that it challenges their legitimacy. But it has been increasingly recognized that, while a board of education can adequately administer the fiscal and organizational superstructure of an agency, there is probably no way a board of five to fifteen members can adequately represent the needs of all segments of a community, especially in areas with large and diverse populations. Thus, mechanisms by which residents of neighborhoods and other subcommunities within a school district can effectively share in the determination of educational affairs have begun to be created. In some communities, for example, committees have been set up which include administrators, teachers, students, and community members who share in the task of governing aspects of the education enterprise at the neighborhood level. A large variety of such arrangements currently exists, and it is clear that the trend will continue and expand. However, there is a lack of clarity about the kinds of shared governance that can be legitimized for community members. The literature on the subject is growing, but as yet there is little of the necessary clarity.

LEVELS OF GOVERNANCE

Determining the roles of the various entities involved in collaborative arrangements cannot be separated from a definition of the levels of governance which are necessary to the establishment of a coherent structure and process--whether the matter be curriculum, community relations, or ISTE. We have distinguished three levels of governance. Although these overlap to some extent, we feel that the distinctions are important to the understanding of how collaborative arrangements can function. The three levels are: (1) the authority to create and maintain an inservice unit or center, (2) the authority to govern a center, and (3) the governance of the individual teacher's relationship to a unit or center.

At the most general level is governance which embodies the authority to create, staff, and maintain an inservice training unit or center.(23) Presently, higher education institutions have the authority to create centers but not to compel attendance. Local education agencies have the authority both to create centers, or contract with higher education institutions or other agencies to create same, and to compel teachers to participate in the centers. States generally attach inservice authority to particular program functions. For example, many states provide funds to local districts to maintain bilingual education programs and stipulate that a proportion of those funds should be used for ISTE.(24) Effective collaboration among the variety of entities at the general level of governance will be accomplished through representation and a continued flow of information which makes clear the opinions of various levels of personnel about the varieties of arrangements which are needed. One of the great deficits in the literature on ISTE is the discussion of governance separate from substance and a realistic consideration of what is necessary in order to create effective organizations. For example, a determination has to be made of the size of unit appropriate to the creation of certain kinds of training options. School districts, teachers as they work in their roles, and teachers as individuals all create needs for training which must be met by inservice units of appropriate size. Presently, some federally funded programs such as the Teacher Corps have generated large arrays of resources around the faculties of individual schools. This insures that there will be a considerable impact on the school, but it is not necessarily a cost effective arrangement, because schools may not be able to take advantage of all the resources they are provided. If five or six inservice trainers are living onsite with the faculty of a school, they are certainly in a position to provide a wide variety of services, but it is questionable whether teachers can be free enough to absorb all that the trainers can give. If a unit is too small, it is difficult to provide in any economic way the resources necessary to fulfill individual needs. On the other hand, if a unit is too large, and the persons working with teachers are too far removed from the daily lives of those teachers, then their services are bound to seem irrelevant. The eleven hundred courses offered in the Los Angeles City Schools certainly provide many options for the thirty thousand teachers within the district, but many of the options are bound to seem far removed from the lives of individual teachers. Different kinds of resources are needed to deliver different types of services. A teacher who is attempting to implement a new curriculum and wishes hands-on help at various times throughout the school day wants to have a trainer who is in residence or close by and who does not have too many other teachers on his mind. Delivering this kind of personal clinical service to a teacher is a far different matter from providing subject matter knowledge. For example, knowledge about multicultural education and the materials that can be used to teach it can be conveyed in courses which may or may not be located near a teacher's place of work; but helping a teacher acquire the skill to teach multicultural education requires trainers onsite.

We also need to sort out what teachers can and cannot do for themselves. In the interviews, most categories of professionals indicated that teachers should be responsible for much of their training,(25) because they are most familiar with the problems of their own classrooms and the specific situations in which they work. This makes a certain degree of good sense, but there are limits to what teachers can do for themselves and for one another--certain types of training require other resources. Policy at the general level thus needs to take into account the varieties of governance options that can be authorized.

The second level of governance deals with the actual operation of an ISTE center.(26) While teachers and others must be represented on the level at which decisions are made granting authority to create and fund training centers, the clients of the center can be much closer to its governance as decisions are made about the particular kinds of training to be offered and the training conditions. At this level, actual program substance and process are determined, including the options which are to be concentrated on for any given period of time. In addition, provisions can be made for "systems" needs, that is, those needs that arise from changes in curriculum and school organization and those having to do with the competence of individual teachers. Here the varieties of ISTE are undertaken, the requisite staff is organized, and arrangements are made for interfacing training options with the needs of teachers.

The third level of governance is governance of the individual teacher.(27) The literature on ISTE includes much discussion of the first two levels of governance, but little on the third, which is equally important and must be included in the creation of any operating entity. Governance at this level has to answer the question of how individual teachers relate to training options. Quite clearly, however attractive an option may be, if teachers do not desire it, the option is in difficulty. This situation gives rise to such issues as to what extent personal interests should be taken into account, to what extent an individual should be accountable to judgments by peers that he needs training of a certain sort, to what extent the individual needs to be responsive to diagnoses by supervisors, principals, and others responsible for the local education agency, and to what extent individuals should be required to participate in ISTE programs that relate to thrusts within the school or community.

ISTE needs to be organized in such a way that individual teachers can perceive its importance in their lives. It is probably not unreasonable to expect that a portion of inservice training should be optional according to personal feelings, part should be determined by diagnosis of a teacher's particular competence in the roles played, and a portion should be determined by systems needs or thrusts. To create inservice centers as if only one of these sources of need was operating could be a serious mistake. Eventually, comfortable arrangements must be worked out in which these sources of direction are blended in such ways that they do not conflict with one another.

THE MODAL DIMENSION

ISTE can take many forms, although it is frequently discussed as if it were an undifferentiated mass. It appears that much otherwise useful substance is placed in inappropriate forms or contexts at present. The review of the literature suggests five general modes, or contexts, for ISTE: (1) job-embedded, (2) job-related, (3) credential-oriented, (4) professional organization-related, and (5) self-directed. Each context implies a corresponding role for the teacher. Thus, the teacher may be seen respectively as: (1) an employee of a school, (2) a colleague of other teachers, (3) a student of higher education, (4) a member of a profession, and (5) an individual craftsman.(28)

The proposed categories do not necessarily represent philosophical or psychological orientations to ISTE, nor are they intended to be mutually exclusive. It is not being suggested that one can, by examining them, arrive a priori at a decision as to which is best. Each context or mode has certain advantages, and each requires different arrangements for its implementation.

THE JOB-EMBEDDED MODE

In performing the task of teaching and interacting informally with other teachers, one learns more about teaching; however, the learning that occurs in such a way is random and difficult to measure. Since most teachers work where other teachers also work, situations are presented in which job-embedded ISTE programs could easily be structured and planned.

There are four typical modes of job-embedded inservice training: committee work for program planning and organization, team teaching, interaction with consultants, and professional reading and curriculum analysis. The majority of committee work is related to curriculum planning and exposes teachers to alternative ways of handling curriculum, various instructional materials which can be adopted, and teaching strategies employed by other teachers. Team teaching provides the opportunity for observing and interacting with other teachers, and for relatively close-order clinical analysis of one's teaching.(29) Use of consultants and professional reading are somewhat less directly related to the act of teaching. Consultants can provide exact models for teachers by demonstrating methods with the same children with whom a teacher works, using the same materials. They can then discuss with the teacher problems the teacher is having in using the particular method. Consultation can be mandatory or voluntary, pre-established or variable in content, provided at regular intervals or as needed. The literature on ISTE indicates that consultation should be decentralized and individualized, that is, determined by the teacher himself. Teachers probably do little professional reading. They frequently return general curriculum and instruction methods books used in their courses rather than keep them as references, and they rarely turn to reference works in preparing lessons or examinations. Stronger school libraries for teachers would be a useful first step toward greater utilization of reading as a job-embedded mode of ISTE.

Surveys of teacher attitudes and comparative studies of inservice alternatives indicate a strong preference on the part of teachers for types of inservice that can be completed at school during school hours. Committee work and team teaching, for example, are primarily byproducts of a regular school activity, an attribute which is perhaps the essence of the job-embedded mode of ISTE. The teacher is not required to go off site, receives training during school hours, and performs only his regular tasks. The value of job-embedded training lies in its unity with the teacher's job and the economy of accomplishing several purposes at once.

THE JOB-RELATED MODE

The job-related mode of inservice includes training that is not strictly a part of the teacher's job. The most important traditional type of job-related training and the most widely used form of inservice aside from college courses is the workshop. A workshop consists of a group of teachers working together, with a leader and perhaps some resource persons, on problems the group is interested in solving. Among the drawbacks to workshops are that they are held after school hours or on the weekend, may be conducted away from school, are often dictated from above, and often are not responsive to teacher's needs. Other job-related activities are teacher exchanges and visits, in which teachers observe other teachers in action and see how other schools operate.

Recent job-related training approaches include teacher centers and training packages,(30) which promote the basic idea that teachers should be able, on their own initiative and at their discretion and convenience, to go to a place at or near their school where they can interact with their colleagues and engage in supplementary training. A variation of the teacher center is mobile computer-assisted instruction, in which a traveling van with computer terminals provides instruction to teachers in small districts or remote areas at their convenience and pace.

THE CREDENTIAL-ORIENTED MODE

Until very recently, by far the most pervasive mode of ISTE was the orientation toward acquiring professional credentials. This context is very similar to preservice training in that the teacher is cast as a student of higher education who takes courses and perhaps pursues a degree. However, both the literature and our survey of teachers have revealed that college courses have little relevance to ISTE.(31) This may be because college-based programs are too often undertaken as an end in themselves and are not related to the specific goals of improving teachers' classroom performance. Nevertheless, the current structure of the teaching profession is oriented toward college credits. Receipt and renewal of professional certification, salary increments, and working in nonclassroom jobs, such as administration, supervision, and specialties, are all often dependent upon the completion of a course of study offered by higher education institutions or other courses accredited by school districts or states. States and school districts have attempted to promote this type of professional development by lowering or waiving tuition for teachers. The resources, expertise, and detachment from immediate classroom problems of higher education institutions are undeniably necessary to the initial and continuing preparation of teachers. But new arrangements, in which schools and universities share the responsibility for training, are needed if ISTE is to be more relevant to the concrete needs of teachers.

THE PROFESSIONAL ORGANIZATION-RELATED MODE

The collective of teachers represents both a labor union and an organized profession. Like labor unions, teacher organizations concern themselves with such issues as salaries, fringe benefits, grievance procedures, and job security. Increasingly, however, teachers want to be thought of as professionals, and one characteristic of a profession is that it takes upon itself the responsibility for controlling and maintaining the quality of its membership. If teachers are seriously committed to attaining professional stature, then they must recognize and fulfill their collective responsibility for inservice training.

Professional organizations of teachers have been established around most of the curriculum areas and in several other areas of common interest. They sponsor training opportunities such as conventions and workshops. Some school districts will pay teachers' travel and expenses to attend such events. Publishers have often subsidized such efforts, partly as a means of presenting their materials. Specialized professional journals serve to keep teachers informed on current developments in their areas of interest.

Professional organizations are beginning to become involved in ISTE in a more comprehensive manner than providing the types of services mentioned above. Several national and state organizations have conducted surveys to find out what needs to be done, and the American Federation of Teachers and the National Education Association have proposed models for teacher-run teacher centers.(32) Some associations are even getting into the training product business in the belief that a specialized association can lend its collective practical expertise to the research and development enterprise. In one rather revolutionary project sponsored by the NEA, teachers have been solely responsible for an ISTE program from its conception and design all the way through its evaluation, in accordance with the belief that teachers and teacher organizations are responsible for the reform of teacher education and that such responsibility should be fixed through negotiated agreements. The AFT has suggested an inservice plan which would be achieved through negotiated contracts but, in contrast to the NEA project, it would be based on the individual teacher's self-diagnosis, self-development, and self-evaluation, rather than on a collective approach. In addition to providing inservice training, teaching assignments and recruitment and selection of teachers would also be covered by the AFT's "Continuous Progress Approach" plan.

THE SELF-DIRECTED MODE

This approach to ISTE assumes that there are certain needs for professional development that the individual teacher himself can best understand and fulfill. The teacher is seen as a self-motivated craftsman or professional who is interested in maintaining the currency of his skills and knowledge, either because what he is learning will be directly applicable in his classroom or simply because he wants to keep abreast of developments in his field for his personal satisfaction. In this context, motivation and direction for learning come from the teacher, but certain enabling factors--time, money, educational resources--must be provided either by schools or higher education institutions. The self-directed mode of ISTE includes such variations as released time with pay to pursue training, sabbatical leaves, general continuing education courses not connected to a degree or credential, and professional reading. Surveys have found out that, among the self-directed alternatives, teachers generally prefer released time--for workshops, conferences, research, independent study, travel, field trips, demonstrations--and the American Federation of Teachers strongly favors released time.

There is obviously a large variety of available modes of ISTE, but some, which could potentially satisfy common complaints about ISTE, are underused. For example, job-embedded modes can offer relevant training to teachers, but teachers are either unaware of such modes or do not use them much, for a frequent complaint in the literature, interviews, and position papers is that training is irrelevant to teachers' needs and jobs. Other modes will have to be modified in order to better meet current needs of teachers. Credential-oriented modes, for example, are in need of modification to better serve teachers' needs today. Thirty years ago, nearly half of all teachers in service did not have bachelor's degrees, whereas today many have master's degrees, or the equivalent, and some even have doctorates. During the 1950's, teachers often engaged in credential-oriented modes of inservice training to increase their salaries or advance in the profession. This is easy to understand, since, at that time, the entire educational system was expanding at a very rapid rate and there were many opportunities for teachers to become principals, guidance counselors, subject specialists, and so on. By contrast, today many school systems have a backlog of persons possessing credentials which qualify them for advancement in the profession. Consequently, the credential-oriented, salary and degree incentive system has lost much of its force and is in disrepute as an ISTE training mode. It seems to us, however, that much of the heat which is generated about this may be unnecessary. In a relatively mature profession, when too many persons have advanced degrees and quantities of graduate instruction, the time is clearly present for instituting a different kind of system and probably a different kind of instruction as well. The inadequacy of ISTE training modes may not be due so much to poorly qualified higher education faculty, or the confounding of supervisors with the evaluative process, as to the fact that the profession itself has changed.

Not only have more teachers achieved degrees and graduate level credits but, in general, they are also much more experienced today.(33) A lot of the types of basic instruction that teachers were willing to accept, and even hungry for, twenty years ago are now much less needed and desired. This report's senior author remembers clearly how grateful he was for help in organizing his classroom twenty years ago, as he fumbled around trying to learn how to teach. Then, a supervisor could seriously discuss with him the best arrangements for the science center or the library corner, and the like, whereas today two similar persons would be embarrassed to have a conversation over that same topic. Teachers who have taught ten years or more, as is often the case today, are likely to know as much about tricks of the trade as are professors and supervisors of twenty years' experience. There simply is a limit to the amount of basic training which can be given effectively. Yet higher education institutions and the supervisory staffs of schools have apparently persisted in offering basic instruction to a profession which is ready for advanced instruction. Before ISTE programs will be improved, current needs of teachers--both professional and personal--will have to be taken into account and presented in modes which are both appropriate to the subject matter and acceptable to teachers.

DELIVERY SYSTEMS

By delivery,(34) we refer to three factors. One factor is incentives, which are designed to provide motivation to individuals to participate in ISTE. Traditionally, credentials have been the primary motivation, with additional incentive in the form of salary increments attached to the credentialing or course accumulation process. This system is under heavy fire at this point, largely because it is tied to university courses which teachers perceive as relatively distant from their daily work. The second delivery factor is the interface, or bringing together, of teacher and training. Possible interfaces vary greatly, depending on the training mode. In the job-embedded modes, teachers are very close to the governance and instructional processes, and it is relatively easy to have a close interface between the teacher and trainer. The greater the distance from the teacher's work site, the more difficult it is to have a continuous interface between all aspects of the training and the job functions of the teacher. Staff is the third delivery factor. Nearly all role groups agree that many current inservice trainers are somewhat irrelevant to the training process, although it may be that this perception is due in part to the kinds of conditions under which inservice work is presently taken. Teachers are favored by most of the role groups as the appropriate staff for at least part of the training, but there is an enormous pool of other personnel who could also participate in the staffing of inservice programs.

INCENTIVES

Incentives for participation in ISTE programs should at least be neutral. At present, many inservice courses and workshops are inconvenient because they require teachers to travel great distances, are held after school hours or on weekends, and are irrelevant to teachers' needs. Incentives should contribute willingness to participate in the process, thereby easing participation. It is our impression from the interviews, position papers, and literature review, that money is not as important as time in the provision of incentives.(35) Teacher organizations argue for "prime time" ISTE--in other words, training that occurs during teachers' regular work hours. This is much easier to ask for than to deliver. In addition, many teachers do not wish to be released for inservice activities unless they are certain that adequate support is developed in their school so that they will not return to a chaotic situation created by "substitutes" of the old-fashioned type. Thus, teachers need to be not only physically released from their normal duties but also mentally released from the worry that their classroom will not proceed productively without them. The alternatives for providing both types of released time are many. Schools can, in a sense, be staffed with additional personnel whose business it is to help others when they are released for training. For example, team teaching can provide greater opportunity for released time than teaching individually can.(36) Maintaining cadres of experienced staff who can release teachers on a systematic basis is another alternative which can aid in the provision of sufficient incentives for teachers to motivate them to participate willingly in ISTE activities.

INTERFACES

The delivery of ISTE involves providing access between the needs of teachers and other professional staff and the possibilities for types of instruction they might receive. Interfaces should provide a smooth meshing of the roles of the teacher in the classroom, the thrusts of the district, the individual needs of the teacher, and the demands that arise from collegueship.(37) The varieties of ISTE discussed in the section of this report on the modal dimension obviously provide many alternative interfaces, and each type of delivery can, if properly handled, interface adequately with the individual teacher. Interfaces should provide for the teacher incentives which make the training seem reasonable in terms of his personal lifespace, contact with training in settings which are appropriate to the training substance, and, finally, training staff who are in a situation such that they can help the teacher act on what he is taught. In other words, it appears to be insufficient to permit transfer of training to be the responsibility of the teacher alone, something he simply accomplishes as he carries out his various roles as a teacher. Rather, teachers need assistance in the form of feedback and collegiality in incorporating new elements received from training into their teaching repertoire.

STAFF

A theme that runs throughout the current literature on ISTE and the opinions of practitioners is the decreasing acceptability of higher education faculty and supervisory employees of local education agencies as trainers in ISTE programs.(38) As in other areas of discontent with ISTE, relevance and continuity stand out as key issues. There is a general suspicion of anyone who does not relate fully to the world of teaching and to the role-related need for relevant and readily available trainers. Combining the pool of teachers themselves with the cadres of traditional inservice staff would constitute a vast reservoir of talent which an appropriate structure should be able to deploy in a very flexible way. Even in a small school district--one employing fewer than a hundred teachers--there are about one hundred twenty persons, exclusive of higher education personnel, who could be employed as an inservice staff for the varieties of training options. In a medium-sized school district in a large metropolitan area, the number of potential staffing resources is dizzying. It is clear that effective structures can be created in which the available personnel are employed as appropriate in a variety of inservice trainer roles.

Complaints about inservice staffing may not always indicate actual staff problems. It is our impression that in complaining that they are taught by irrelevant personnel, teachers are partly complaining about the circumstances in which they meet those personnel. If an ISTE course is held two hundred miles from one's work site and concerns an abstract issue, it is likely that no category of personnel will be seen as relevant staff. Even if a course is held at a distance, if the subject matter is of interest to teachers and adequate followup is provided teachers in the classroom, participants will be more likely to feel trainers are relevant. Continuous ISTE programs need to be designed in which needs are mutually defined by teachers and schools and a variety of staffing options are developed which identify some staff who are better at presenting content and others who are better at, and better placed, creating followthrough in the school district situation. The implementation of such programs might solve many current problems in ISTE.

The key to delivery appears to be what the American Federation of Teachers calls continuous inservice education. Teachers, the AFT feels, are critical of courses and workshops partly because there is little followup in the classroom; that is, teachers feel they need an integrated complex of activities so that, in addition to being introduced to a new approach or idea and seeing it demonstrated, they are given classroom followthrough that permits personal exploration of and provides assistance in trying out the new approach or idea. Marilyn Nelson points out that even the Montgomery County, Maryland ISTE program, with its considerable resources, has to constantly guard against bringing in consultants who fly in to "do their number" and then leave without providing adequate followup. Although the need for interfaces to make ISTE relevant has led teachers and teacher organizations to feel that ISTE ought to be held largely onsite, with teachers themselves and other professional staff as the trainers, what is probably more the heart of the matter is the concept of continuousness. It is possible to imagine teachers taking a course in a location far removed from their own situation and yet receiving onsite the kind of support necessary to enable them to implement the training they have received elsewhere. A variety of projects in one of California's present programs releases teachers for a month of intensive training, after which the staff of the training institute follow the teachers back into their schools and work with them onsite, helping them not only to implement the substance and processes that have been introduced but also to learn to be their own instructors. The drawback of this type of continuous training is that more time and money may be required for training offsite than would be required for onsite training. Thus, continuousness is also a matter of incentives--teachers must be motivated to participate in training, whether it be on or offsite.

An effective ISTE delivery system must match the variety of training with teachers' needs and appropriate staffing. It provides continuousness, or meaning, in terms of the roles a teacher plays: interfaces that mesh teachers' needs with training, incentives to motivate teachers to participate enthusiastically in training, relevant staff, and followup in the classroom. The best delivery systems will be those in which a collegial atmosphere is developed within the school so that teachers continuously study their teaching in ways which meet their needs, continuously reflect on the products of their study, and continuously are provided followup to the study in their own classrooms.

THE SUBSTANTIVE DIMENSION

As indicated earlier, substance refers both to the content of training and the process used to deliver content--what is learned in any education setting is what is taught and how it is taught.(39) For example, many of our position paper writers believe that ISTE should model the kind of educational situation teachers and others receiving training will be expected to create in their own classrooms and the types of relationships they will be expected to maintain with the children they teach. The reason for this is not simply consistency. It reflects also the belief that the best way to teach process is to model it.

The interviewees were much less specific and clear about substance and process than any other aspect of the structure of ISTE.(40) In part, this is probably because it is very difficult to speak to general substantive needs, since such needs grow out of the particular roles educators play in the lives of children, schools, and communities,(41) and therefore to attempt to state what substantive needs exist across the nation would be impossibly complex. However, even when teachers were asked what their personal priority needs were, the conversation became much less specific and positive than it was when they talked about the problems of ISTE in general. Clearly, the substantive needs of educators are vast and various. There is substance in all the subject areas, including the specialties, such as physical education, special education, and the like, and there are teaching methods which are peculiar to each of the areas. Furthermore, teachers have not only organizational and interpersonal needs, but also both personal and professional self-management needs.

One of the most important types of decisions to be made about inservice training is the kind of substance that will be taught and the process to be used in teaching it. The interviews, position papers, and literature all reveal an agreement that much of ISTE contains substance which is irrelevant to the needs of classroom teachers. However carefully governance structures, delivery systems, and training modes are developed, without adequate substance and process, training will be empty.

PROCESS

In previous work,(42) four families, or approaches, to the teaching process have been identified, representing the available repertoire both for teacher training and for working with children. The four families of approaches are: (1) social interaction, (2) information processing, (3) personalistic, and (4) behavior modification.

In emphasizing the relationships of an individual to society as a whole and to other individuals, social interaction approaches to teaching reflect a view of human nature which gives priority to social relations and the creation of a better society. With respect to goals, models from this orientation aim toward the improvement of an individual's ability to relate to others. Many social interaction models have developed from a desire to improve democratic processes and to educate students concerning ways to better society. This orientation does not assume that the area of social relations is the only important dimension of life. Social theorists are just as concerned with the learning of academic subjects as they are with the development of the mind and the self in relation to society. Some, of course, have developed models designed specifically for the improvement of social interaction or have used social interaction as the primary vehicle for education; but it is the rare educational theorist who is concerned only with one aspect of a learner's development or uses only one facet of the environment to influence that development.

Information processing sources, the second large family of models, are oriented toward both the information processing capability of the student and systems by which the student can improve this capability. Information processing refers to the ways people handle stimuli from the environment, organize data, sense problems, generate concepts, solve problems, and employ verbal and nonverbal symbols. Some of these models are concerned with the ability of the learner to solve specific kinds of problems; other types of models concentrate on creativity; others are concerned with general intellectual ability; and still others emphasize the teaching of specific strategies for thinking. Nearly all models from this family share a concern with social relationships and the development of an integrated, functioning self, but their primary concern is the development of the student's capacity to integrate and process information and helping him learn to use systems--especially academic ones--that can help him process data.

The third family of models, those with personalistic approaches, views the individual person as the source of educational ideas and emphasizes the processes by which an individual constructs and organizes his reality. Frequently focusing on psychology and the emotional life of the individual, these models are directed toward a person's internal organization as it affects relationships, particularly the human capacity to reach out, make contact with others, and venture where one has not been before. Other personalistic models are oriented more toward an individual's feelings about himself, and some are concerned with helping the individual develop an authentic, reality-oriented view of himself and his society. As with the other families of models, this one is not exclusive in its orientation. Most personalistic models which are oriented around the development of the self are also concerned with the development of social relationships and information processing skills. The distinctive feature of personalistic models is the emphasis on personal development as a source of educational ideas. Hence, while the focus is on helping the person develop a productive relationship with his environment and a view of himself as a capable person, it is expected that other products of these models will be richer interpersonal relationships and a more effective information processing capacity.

The fourth grouping--behavior modification sources--has evolved from attempts to develop efficient systems for sequencing learning attitudes and shaping behavior by manipulating reinforcement. Students of such reinforcement theorists as B. F. Skinner have developed these models, using operant conditioning as their central procedure. The term "behavior modification" has been applied to these efforts because they rely on changing the student's external behavior and describing him in terms of extremely visible, rather than underlying, unobservable behavior. Operant conditioning has been applied to a wide variety of educational goals, ranging from military training to interpersonal behavior and even to therapy. Its general applicability has led to its use in many domains of human behavior which characterize the other families of models.

Any approach to ISTE can utilize one or more of these families of models of teaching, taking care that the models selected for use are appropriate to the content to be dealt with. For example, human relations content can probably best be facilitated by social interaction models of teaching, whereas science would probably best be facilitated by information processing models. In either case, however, the other models could be appropriate. It would seem possible for ISTE to adopt models of teaching which will exemplify to the teacher the ways he is expected to teach. If teachers are taught by models which are appropriate to a particular curriculum plan, for example, they will surely learn both the plan and the process of teaching it more effectively and see it from more perspectives than if they were taught by other, less appropriate models.

CONTENT

Social change and fresh conceptions in education have generated a variety of new needs which need to be addressed by ISTE.(43) We will discuss here three areas that are of a particular contemporary interest. One of these is multicultural education; a second is the education of the handicapped; and a third is early childhood education. During the study of ISTE concepts, these needs were addressed in the position papers and dealt with in the interviews.

Multicultural education is an extension of the concept of cultural pluralism in education. In part, the contemporary movement toward multicultural education is a reaction against the homogenizing "melting pot" concept which dominated the early years of the common school. A simultaneous effort is attempting to integrate the schools and thereby use the education system as a meaningful device for integrating society. Boyer's paper (44) on the special problems for schools which are due to integration is largely about multicultural education, which he believes is the appropriate response to integration efforts. We tend to agree with Boyer when he says that the response to questions about integration is not simply a matter of explaining to children why they are being integrated and then carrying on business as usual; rather, integration requires the creation of schools which are themselves multicultural in nature. Educators, such as Boyer, as well as other people, have become concerned with preserving the heritages of the subcultural groups in the United States and adapting the education system to the community and the child as they are, rather than deleting from them cultural and individual differences. Multicultural education, especially when it is accompanied by an attempt to create a bi- or multilingual educational setting, creates enormous inservice needs. As Boyer, Ashworth,(45) Whiteman,(46) and Brizzi(47) point out in their position papers, most adult Americans have great difficulty reaching across cultural barriers. Not only is it very difficult for teachers of any one racial, ethnic, or cultural background to reach children of another background, but, perhaps even more important in a broad sense, this makes it difficult to develop a genuine cultural pluralism in schools. In a sense, the problem of ISTE in this area is to try to insure that the blindness of the one generation is not visited on the next. Multicultural education does not imply simply reaching the individual differences of children that are due to cultural differences; a much greater goal of multicultural education is to strengthen the base of our pluralistic society and help all persons reach out to one another.

Teachers have to be models of multiculturalism in order to achieve the goals of this type of education, and learning to be such a model is obviously not accomplished quickly or easily for most of us. An inservice course or two, or the establishment of a bilingual center in schools, will not, by any means, suffice. Generally speaking, multicultural education appears to be a relatively undeveloped area, despite the recent attention it has had. Most thrusts in multicultural education have occurred in those geographic areas where several cultures obviously come together to whom the schools must relate, as, for example, in the Southwest, the South, or Northern and Midwestern cities where "visible" minorities have gathered in quantity. But a pervasive nation-wide thrust in multicultural education for all children has not yet developed, and the problems of establishing it will be considerable.

Another area of special importance currently in ISTE is the attempt to provide "handicapped" children with the least restrictive alternatives in schooling. This movement, often called "mainstreaming,"(48) is very complex. Except in the case of persons with severe physiological handicaps--and only a tiny percentage of all handicapped children are included in this category--there are relatively few strategies designed uniquely for teaching the various populations of handicapped children. With respect to most handicapped children, the problem is very similar to that of multicultural education: Unless these children are welcomed with their differences and their special individuality is capitalized on, handicapped children may feel, and in fact are, deprived of acceptance by the "mainstream" culture. Accomplishing the feeling of acceptance in these children is not easy. Children with learning handicaps tend to approach academic areas feeling defeated before they start, and much of the substance of education continues to be academic mastery. Emotionally disturbed children are particularly disadvantaged because severe emotional disturbances tend to disrupt the normative social system of classrooms, and these children therefore receive disapproval in many educational settings. Physically handicapped children are disadvantaged because most regular classrooms are not designed to accommodate their special physical needs. Thus, mainstreaming really involves a change in the atmosphere of the school, its organization, and the type of community that is developed within it.

Like multicultural education, mainstreaming represents an area which requires massive and pervasive inservice education, for which no small set of workshops or other activities will suffice. Both multicultural education and the education of the handicapped are technically difficult areas for teachers, and presently there are relatively few qualified persons available to work with teachers in the acquisition of the knowledge and skills needed to teach in these areas. Nor is there a pool of teachers who can conduct ISTE courses for their peers, as in other areas. As desirable as it may be for much inservice education to be carried on by teachers for teachers, in these two areas the profession has the smallest reservoir of persons presently able to operate effectively. Consequently, if teachers are to become trainers of other teachers in multicultural education and the education of the handicapped, those who would train others need themselves to receive considerable amounts of inservice education before they will be able to function effectively in trainer roles.

The third change which is presently affecting the school strongly is the early childhood education movement, especially efforts to draw into the education system children below the level of the present kindergartens.(49) Early childhood education creates two types of inservice problems. The first is that many teachers who are presently working with older children may, with the shrinking school population, be reassigned to work with younger children, and are likely to need considerable amounts of inservice education, especially onsite clinical training, to help them learn how to work effectively with younger children. Conversely, many persons presently working in nursery schools and day care centers, although having experience working with younger children, may have much less broad training as teachers than do persons presently in service above that level. Thus, the second problem for ISTE is that these people will need to be integrated into the community of teachers.

All of these special and contemporary issues illustrate how changes in the society generate changes in the schools, thus bringing inservice needs for teachers from outside the profession itself.(50) The roles of teachers are subjected to pressures which require them to change if they are to respond to individual and social needs at a high professional level. The more such sources generate needs which are not traditional with teachers' roles or activities, the more difficult it is for teachers to respond in a smoothly flowing fashion, and the greater must be the efforts in inservice education. Judging by the interviews, many teachers are not aware of the special needs of multicultural education and many are resistant to mainstreaming.(51) This is not really surprising, but it illustrates that teacher organizations, state departments of education, and higher education institutions, or their equivalents, are necessary to counterbalance the tendency of teachers to conceive of inservice needs solely in terms of present roles rather than considering emergent roles as well.

These three areas are illustrative of the new types of content which seem to be high priority areas for ISTE at present, but they certainly would not provide all of the content for which teachers have needs. Probably any large-scale program of ISTE needs to represent a range of content and a variety of models of teaching so that teachers can select the content and processes most suited to their needs and most important in their present and emergent roles as teachers.

SUMMARY

Much information is needed about each of the four dimensions of ISTE in order to increase their productive interaction with one another. Collaborative governance structures need to be explored and created which will result in decisions about the substance, modes, and delivery of ISTE. As indicated earlier, many present attempts to improve ISTE deal only with one aspect of one dimension of the overall structure of ISTE. For example, new incentives are provided, new governance structures are initiated, new substance is introduced into the system, or a new mode of training is instituted. But there are few attempts to introduce complementary changes into each of the four dimensions simultaneously. This lack of concurrent attention to all of the dimensions hinders the creation of strong programs of ISTE.

What is encouraging at present are the vast numbers of varieties and interface possibilities available for the governance, modal, delivery, and substantive dimensions of ISTE. In the present literature, the minds of the position paper writers, and the opinions of the practitioners and policy makers who were interviewed, there are more than enough varieties presently available in each dimension to permit vast improvements in the structure of ISTE, without necessitating any inventions. In the future, models of inservice teacher education should take account of all four dimensions of the structure of ISTE, selecting from the vast number of attractive options. Attempts to gather further information about ISTE therefore need to explore its structure more fully and examine the dimensions as they relate to one another. For example, study of the dimensions may reveal that various kinds of incentive systems make certain varieties of training more attractive, and that certain varieties and interfaces increase the possibilities for continuous inservice education over more kinds of substance and process. The preferences of teachers and other practitioners, as well as those of policy makers, about the alternatives in ISTE need to be ascertained in order to lay a base of knowledge from which the preferred options can be selected. The number of options is so large that this will not be easy. However, the task is feasible, and it will result in a basis on which we can begin to experiment with many potentially attractive models of ISTE.

INFORMATION FROM THE PRESENT STUDY

The present investigation indicates that the average professor in education units sees his/her basic responsibility as one of the teaching of undergraduates. That is, the vast majority of the faculty members involved in the education units are working with undergraduates and see their primary mission in the preservice domain. Scholarship in graduate teaching (which is one dimension of inservice education) are after undergraduate teaching the next most important factors in decisions about tenure and promotion. Only 8.2 percent of the faculty respondents believed that contributions to inservice education are critical in decisions made about promotion, and only 5.6 percent believed that such effort enhanced their opportunity to obtain tenure.

Nonetheless, almost a quarter of the faculty indicated that they spend some time weekly in some kind of inservice activity other than graduate offerings. What is not clear from the survey is how much of the effort is individual entrepreneurial work and how much is part of a coordinated institutional inservice commitment with the work with teachers being directly a part of their responsibility as faculty members.

The overall impression from the study is that a faculty who engage primarily in traditional graduate and undergraduate training are rewarded for that activity with some effort being devoted to helping teachers in service by about 25 percent of the faculty.

The major offerings of the institutions are apparently closely tied to the traditional modal concepts of schooling. The relatively limited research and development effort in higher education is rarely linked to alternative approaches to teacher training and considering the size of the preservice programs described in these reports, the amount of effort devoted to research and development in the training itself is incredibly small. It is likely, therefore, that the inservice efforts are not devoted to innovation in education and that the institutions of higher education have not developed the capability to generate new training modes in a field where nearly everyone agrees the training is relatively poor. The preservice teachers report that their field experiences are largely in conventional schools and fewer than three percent of the preservice teachers saw an alternative type of school setting as their ideal. Can we infer from this that the faculty are not engaged in educational innovation or cooperating extensively with innovative schools? We cannot be sure, but the evidence is suggestive.

The institutions and faculty may not be engaged in a generation of innovations, but they certainly appear to be familiar with the traditional public school. The average faculty members had considerable experience in schools (an average of something more than 10 years) and has reasonably close relations with schools through the typical teacher clinical experience which he supervises.

Although the interviews in the inservice Phase One study indicated that both teachers and faculty members frequently believe that college faculty are not effective inservice trainers, it cannot be attributed simply to a lack of understanding of what it is like to be a teacher and what is actually happening in the schools. The great majority of professors have been "out there" in the field and elementary and secondary school curricula and organization, like college programs, remain relatively stable and similar over fairly long periods of time. Thus, teacher dissatisfaction with professors as inservice trainers is much more likely to be the confluence of a number of factors such as general dissatisfaction with conditions of their job, perceived status inequities, and too often an inability by professors to provide inservice at a time and in a setting conducive to effective teacher preparation.

There is little doubt that professors are aware of the general antipathy of teachers, and while an older and more experienced teaching force as we have today, will more likely be more demanding of their college counterparts than were their less experienced predecessors, the problem is more than one of professorial experience and competence. The four major structural areas of inservice teacher education are ones with which the university structure does not comfortably mesh. The traditional motivations offered by higher education systems, both to teachers and to college faculty members, the problems of delivery (managing location, time, continuity) and general school conditions (increasing pupil/teacher ratios, declining resources) all currently strain against ways of achieving effective involvement of the professor in inservice teacher education.

The problem of appropriate and effective working relationships for higher education in inservice then is a complex one. It is not that higher education is unresponsive or unwilling to be more involved and seek new relationships. In view of growing reductions in undergraduate enrollment, institutions of higher education are increasingly looking to the experienced practitioner as a client. Indeed, the personnel surveyed in this study predict sizable growth in the enrollment of inservice personnel. Almost 40 percent of them predict an increase of from 5 to 20 percent of such enrollment, and another 20 percent predict even greater increases than that.

To build up an inservice enrollment, colleges, schools and departments of education will, in many cases, not only have to improve their traditional delivery mode, such as courses and workshops offered through their graduate programs, summer sessions, and extension divisons (better coordination between these three operations appears to be an immediate priority) but also to persue more collaborative and job embedded approaches to inservice education as well.

There is movement in this latter direction. Many of the institutions surveyed report a formal working relationship with some type of teacher center. In addition, not only local education agencies (the traditional partner in collaborative ventures) but also teachers' associations in local community were reported to be frequently involved in the governance of those operations designed to be more responsive to the inservice teacher. The teacher centers were often reported to be located within the school district and supported jointly by funds from both the college and the district. As another indication of change, higher education administrators also reported variability in terms of those teacher inservice activities for which credit can be granted. For example, almost half of them indicate that they provide credit for work which teachers persue primarily in their schools, and in other cases, credit is provided for teacher research and monitored professional travel.

At the same time, the higher education administrations acknowledge a more formalized and increased roles of local education agencies in providing more systematic service. For example, the majority see local education agencies as assuming a much broader role in governance with relatively few suggesting that this will not occur. The assessment of inservice needs, translating these into program goals, designing programs, delivering instruction, and evaluating inservice education are seen as areas where joint efforts are both possible and appropriate. The unit, hence, saw colleges and universities as having a more limited role in needs assessment for inservice education (only about one in ten saw a major role here) but a much more substantial role in program design and evaluation. The higher education administrators appear on the whole to be aware of the various parties with a growing interest in inservice education, yet see opportunities for their own growing involvement as well.

The concept of reciprocal services between higher education and the schools appears to be somewhat limited at this time. Relatively few institutions offer inservice training to cooperating teachers working with their student teachers as one means of exchange for their assistance. This practice did vary considerably between departments (with elementary and special education departments engaging in much more reciprocal inservice than the others). Relatively few institutions offer planning in program development assistance as a reciprocity for work with student teachers.

The relatively limited involvement of local education agencies in planning at the preservice level is somewhat surprising. Questions of enrollment and admission policy, for example, appear to be areas in which relatively few local education agencies are involved, although obviously local education agencies have a great interest in these areas.

Traditional approaches to inservice education appear still to be the norm. However, the increasing involvement with teacher centers and the acceptance of collaborative governance modalities are encouraging. The institutions are clearly seeking a greater market in the inservice area, but there is little evidence in this survey that they are approaching the structural problems of inservice education. It is also rather upsetting that there is little evidence of involvement with innovative schools or research and development in training. Clearly, one of the major roles that institutions of higher education could play is to research and develop more effective modes of inservice education. If they are not doing this at present, and do not appear to have the capability to do it, in the sense of having generated structured and highly organized research and development units linked to their programs, they may have great difficulty in offering to the schools things that schools and teachers cannot offer to themselves.

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CHAPTER ELEVEN

WHAT IS THE STATE OF PREPARATION TO TEACH MINORITY AND POOR CHILDREN?

Two related topics are dealt with in this chapter. The first is the preparation of students to work with racial, ethnic and economic diversity. The second is the characteristics of institutions containing various proportions of minority persons. Overall, teacher education represents an ethnic picture similar to that of the United States as a whole. Somewhat over 10% of the persons in teacher education are Blacks, Spanish-speaking, Asian or Native American. (See Table 5.2). However, institutions vary quite a bit with respect to the concentrations of minority persons with a considerable concentration being in the public comprehensive colleges. Thus, a comparison is made between institutions who vary in ethnic makeup.

GENERAL PREPARATION

A variety of types of information from the report give us information about the preparation to work with minority persons, including the poor.

The vast majority of faculty and students are monolingual. Far too few persons speak a language other than English to make is possible to mount a bilingual education program on a nationwide basis with any likelihood of success. Speaking of the nation as a whole, only a tiny fraction of students are being prepared to work effectively in a bilingual mode.

In nearly half of the programs students are required to work with minority students in some portion of their clinical and practical experiences. (See Table 7.5). However, in only about one in six of the programs do students have clinical experience in schools that qualify for Title I funds.

Both faculty and students were asked to comment on the adequacy of preparation in multiethnic education. Only about 19% of the faculty stated that they feel the preparation in the multiethnic areas is adequate with more than a third stating that it is inadequate.

Fewer than one-fifth of the faculty indicate that they give much attention to multiethnic education in the courses which they teach.

Similarly, about a fourth of the faculty indicated that preparation to teach the urban and rural poor is inadequate and fewer than a quarter stated that they give the education of the poor much attention in their courses.

Significantly, with respect to preparation for working with minority group children, over two-thirds of the students did not respond to the relevant questions.

Fewer than 30% of the students who did respond reported that they had special training to work with rural children and only about a fifth that they had special training to work with urban children.

Also, nearly all of those who responded believe that they need more training in history and culture, language and literature, special teaching methods, special learning needs, special curriculum and materials and that they feel a need for more personal experiences with minority persons. (See Table 5.20).

This picture is puzzling. The extent of "no response" with respect to what is a relatively simple item on the questionnaire is peculiar. Either students do not care about the education of the poor or minority children or they do not know how to estimate the training they need. However, the overwhelming percentage of students who did respond indicated that more training was needed. Either most of those who responded are the ones who need more training, or the lack of response rate indicates a relatively desperate situation with respect to the training of minority children.

The overwhelming impression is that institutions have not responded powerfully to the call for persons to work with minority groups including the urban and rural poor.

Furthermore, the relatively small research and development capability reported in most institutions is evidence that few institutions are organized to put substantial resources in program improvement in this area.

Minority Education Perspective on Institutions

Minority group members occur with the greatest frequency in relatively small numbers of institutions. Nine of the 147 institutions in the sample were populated with more than two-thirds minority persons, four with one-third to two-thirds and the rest with fewer than one-third. (Minorities were defined for this purpose as Black, Spanish-speaking, Native American, and persons of Oriental ancestry.)

Because the minority population of the United States is slightly more than ten percent, it was decided to make a cross-tabulation of the questionnaires in terms of those institutions having ten percent or fewer minority group members, those institutions having from 11 to 33% minority group members and those having more than 33% minority group members. This cross-tabulation would permit us to determine whether there were different characteristics among those institutions having larger proportions of minority group members than in the United States population in general and those having fewer than average.

Seventy-two percent of the institutions are composed of ten percent or fewer minority group members. Eighteen percent contain from 10 to 33% minority group members and 10.5% contain more than one-third minority group members. Hereafter, the first category will be referred to as Group One, Group Two, and Group Three Institutions.

Similarities and Differences Among Groups One, Two, and Three: The Overall Picture

The overall impression is one of similarity rather than differences. Except for the differences in ethnicity and the somewhat disproportionate concentration of medium-sized public comprehensive colleges in Group Three, the responses to most questionnaire items were distributed similarly among the groups. Where there appeared to be differences, they were compared using Tau c which is a test of two ordinal-level variables. The calculation is made by considering every possible pair of cases. Each pair is checked to see if their relative ordering on the first variable is the same as on the second variable. For example, Group One institutions are likely to have special education departments. Group Two institutions are also likely to have special education departments. This is a concordant pair. If they do not match, they are "discordant". The number of concordant and discordant pairs are calculated and a ratio is formed. If the number of concordant pairs is larger than the number of discordant pairs, then the final statistic will be positive. Sample results are:

Variable	Tau c	p ≐
1	-0.109	0.263
2	-0.002	0.495
3	+0.067	0.374
4	-0.084	0.329
5	-0.020	0.329
6	0.0239	0.417
7	0.039	0.374
8	-0.091	0.321
9	-0.054	0.391

Variable	Tau c	p ≐
10	0.0609	0.375
11	0.0485	0.395
12	-0.0325	0.434
13	0.0394	0.420
14	-0.0496	0.311

None of the results approached statistical significance. This is partly because Group One is so large. The other groups have to be quite different before the result of any statistical test will indicate that the difference can be confidently accepted as real.

However, as stated earlier, the responses to most items were similar across groups.

Thus, the conclusion we must draw is that we discovered no differences among the groups which we can accept with confidence.

However, some of the descriptive data are interesting and may help us direct future research in minority education.

In Table 11.1 the three groups of institutions are broken down by strata.

TABLE 11.1

FREQUENCY OF GROUP ONE, TWO, AND THREE INSTITUTIONS BY STRATAS

Sample Strata	All Groups	Group One (under 10 percent minority persons)	Group Two (10-33 percent minority persons)	Group Three (33-100 percent minority persons)
Univ/pub/small	2	1	0	1
Univ/pub/med.	19	11	7	1
Univ/pub/large	21	16	4	1
Univ/private/sm.	3	2	1	0
Univ/private/med.	2	2	0	0
Univ/private/lg.	2	2	0	0
Com. C/pub/sm.	5	3	1	1
Com. C/pub/med.	46	32	8	6
Com. C/pub/lg.	10	10	0	0
Com. C/priv/sm.	4	4	0	0
Com. C/priv/med.	10	7	2	1
L.A./pub/sm.	1	0	0	1
L.A./pub/med.	2	1	1	0
L.A./private/sm.	13	8	4	1
L.A./private/med.	7	6	1	0
Total	147	105	29	13

Half of Group Three falls in stratum 212, "Medium-sized Public Comprehensive Colleges." One-fourth of Group Two are in stratum 112, "Medium-sized Public Universities." Ninety-three percent of the Group Three institutions are Public (compared with 86 percent of Group One and 80 percent of Group Two colleges).

In Table 11.2 the Campus type of the institutions are indicated by group. The chief differences that appear in the table are that somewhat fewer of the Group Three institutions were single campus institutions and somewhat more were branch campus institutions, generally a part of state universities.

TABLE 11.2

CAMPUS TYPES OF GROUPS ONE, TWO, AND THREE
(In percent)

Type of Campus	Group One	Group Two	Group Three
Single campus	74.3	71.8	60.4
Main campus	16.8	20.8	23.2
Branch campus	6.7	--	16.4
Non-response	2.2	7.4	—
Total	100%	100%	100%

In Table 11.3, the groups are compared with respect to the presence of 11 departments common in education units.

TABLE 11.3

PERCENT OF GROUPS ONE, TWO, AND THREE REPORTING ELEVEN DEPARTMENTS OF EDUCATION

Departments	Group One		Group Two		Group Three	
	Yes	No	Yes	No	Yes	No
Special Education	78.1	21.9	65.5	34.5	64.5	35.5
Higher Ed.	30.3	69.7	50.0	50.0	5.4	94.6
School Psych.	35.8	64.2	48.3	51.7	36.9	63.1
Foundations of Ed.	64.2	35.8	64.6	35.4	41.0	59.0
Admin. & Supervision	57.5	42.5	66.2	33.8	41.3	58.7
Elem. Ed.	90.1	9.9	90.6	9.4	95.8	4.2
Sec. Ed.	88.3	11.7	90.6	9.4	95.8	4.2
Ed. Psych.	54.6	45.4	56.6	43.4	27.7	72.3
Curriculum & Instruc.	52.1	47.9	60.3	39.7	27.3	72.7
Ed. Research & Eval.	36.4	63.6	56.6	43.4	27.7	72.3
Early Childhood	66.9	33.1	79.2	20.8	64.5	35.5
Media & Comm.	46.9	53.1	52.3	47.7	31.5	68.5
Others	50.3	49.7	59.9	40.1	49.1	50.9

In seven of the eleven comparisons the Group Three institutions had substantially fewer numbers. Only 5.4% have higher education departments and only 41% reported foundations of education departments. Only 27.7% had educational psychology departments (less than half of that for the other strata) and relatively few had media and communication departments.

The Group Three institutions, thus, although they are relatively large in size, had somewhat fewer departments.

Admission of Students

The use of formal selection processes are indicated in Table 11.4.

TABLE 11.4

USE OF FORMAL SELECTION PROCESSES
IN GROUPS ONE, TWO, AND THREE

	Group One	Group Two	Group Three
Yes	85.1%	76.1%	86.3%
No	9.5	6.8	--
Non response	5.4	17.1	13.7
Total	100%	100%	100%

About four-fifths of all institutions use a formal selection process for admission to education, and this appears to be roughly equal among all three groups of institutions.

The Geographic Origin of Students

In Table 11.5 the three groups are compared with respect to the geographic origins of their students.

TABLE 11.5

GEOGRAPHIC ORIGIN OF STUDENTS IN GROUPS ONE, TWO, AND THREE

	Group One	Group Two	Group Three
In-State	86.9%	89.8%	90.4%
Out-of-State	12.6	8.3	4.0
Foreign Country	0.5	1.9	5.6
Total	100%	100%	100%

About nine-tenths of the students in each group are attending college in the state in which their home is located. The Group Three institutions appear to have more foreign students and fewer "out-of-state" students.

Academic Rank of Full-time Faculty

The academic rank of the faculty for the minority strata are presented in Table 11.6. There appears to be fewer full professors and more Assistant Professors in Group Three institutions.

TABLE 11.6

GROUPS OF FACULTY RANKS BY INSTITUTIONS

(Percent of Group)

	Group One	Group Two	Group Three
Professor	50.2%	50.9%	38.3%
Associate Prof.	29.8%	37.0%	37.7%
Assistant Prof.	16.4%	11.7%	22.8%
Instructor	3.6%	0.4%	1.2%
Total	100%	100%	100%

The overall faculty-student ratio per group appears to be about equal.

In most other respects, there were few differences even in terms of raw data. The various groups of institutions reported about the same affects of recent budget changes on their programs and similar procedures in governance. The enrollment changes were similar but Group II institutions reported a somewhat lesser decline in enrollment.

Collaborative arrangements with school systems were reported with somewhat greater frequency by the Group II institutions, and the Group II and III institutions reported a somewhat greater attention to the education of the poor and minorities than did Group I institutions, but in no cases did the differences reach significance.

Programs across strata were very similar. Thus, there are no systematic trends that differentiate those institutions which have minority group members to different degrees, except for the presence of minority groups themselves. The characteristics of faculty, students and program otherwise appear to be very similar across institutional types.

SUMMARY

According to faculty and students, preparation to teach minority persons or the poor has considerable shortcomings. A puzzling feature of the data, however, is the large numbers of non responses in this area. It appears that minority education and the education of the poor has not been singled out and made prominent in the preparation of most of the students during the period of the survey.

Clearly, there is very little capability to mount programs to prepare teachers for bilingual education, and nearly all students who responded felt lax in terms of preparation to work with minority groups or the poor.

Students having various combinations of minority members appear to be quite similar in most respects. The institutions having the largest concentration of minority group members tend to be medium size comprehensive public colleges, but there is no conclusive trend in the data.

This survey was not specifically directed at the preparation of minority group members, characteristics of minority institutions, or preparation to teach the poor or the visible minorities. However, the data which are available from this effort indicate that there are serious difficulties in those areas and that much more precise future research needs to be undertaken to comprehend the dynamics of the situation and to redirect energy toward those important areas.

APPENDIX A

QUESTIONNAIRES

Institution I
(for Education Unit Heads)

Institution II
(for Program Heads or representatives)

Faculty
(for a sample of two, randomly-selected faculty members from each institution)

Student
(for a sample of fifteen, randomly-selected students from each institution)

APPENDIX B

RESPONSE INFORMATION

Faculty Questionnaire. B.1

Student Questionnaire. B.21

Institution I Questionnaire. B.24

Institution II (Program) Questionnaire B.27

QUALITY OF RESPONSE: FACULTY QUESTIONNAIRE

In Table 1 there are presented the results of Chi-Square tests for the goodness of fit of the distribution of the responding faculty with respect to the original sampling plan.

TABLE 1

DISTRIBUTION OF FACULTY RESPONDING: CHI-SQUARE TESTS FOR GOODNESS OF FIT WITH SAMPLING PLAN

Main Effects	Value	d.f.	Significance
Type	5.123	2	ns
Ownership	7.331	1	.01
Size	2.168	2	ns
Strata	16.421	14	ns

The only area in which the Chi-Square was significant was with respect to ownership. Faculty are somewhat overrepresented with respect to public institutions.

In all other respects the values were not significant.

Thus, the responses have to be interepreted with caution only in the respect that they somewhat more represent public rather than private institutions.

Reliability

Reliability coefficients were computed for several items. These coefficients appear in Table 2.

TABLE 2

RELIABILITY OF FACULTY RESPONSES SPLIT-HALF RELIABILITY COEFFICIENTS FOR DISCRETE DATA

Questionnaire Page	Question Number	Reliability Coefficient	Sample Size	Significance	Activity
8	8	.894	424	.001	
12	15	.899	424	.001	
13	1	.678	424	.001	
13	2	.468	424	.001	
14	4	.726	424	.001	
15	5	.781	424	.001	
18	4	.621	424	.001	

All of the coefficients were significant at the .001 level. Questions 8, 15, 4 and 5 had relatively high coefficients, but questions 2 and 4 were relatively low. The overall impression is that the faculty data with respect to discrete items is relatively reliable.

Confidence Intervals

Confidence intervals were computed for all items of the Faculty Questionnaire and the partial results of these computations are included in Table 3 to 9.

TABLE 3

QUALITY OF FACULTY RESPONSES MEANS AND CONFIDENCE INTERFALS (.95) FOR FACULTY TEACHING EXPERIENCE (Page 3, Question 7)

Variable	$\bar{X}$	Confiding Innterval (I)	Sample Size
Pre-School	0.742	0.308	
Elementary	3.099	0.646	
Secondary	3.357	0.432	
Subject Spec.	0.387	0.148	
Special Educ.	0.303	0.140	
Vocational	0.127	0.102	
Support Services	0.272	0.194	
Principal	0.953	0.254	
Supt.	0.324	0.182	

TABLE 4

QUALITY OF FACULTY RESPONSES MEANS AND CONFIDENCE INTERVALS (.95) FOR CONTRACTUAL RESPONSIBILITIES

(Page 5, Question 3) (n-.424)

Variable	$\bar{X}$	Confidence Interval (I)
General Studies	7.866	1.962
Professional Studies	33.843	2.966
Grad. Educ.	5.758	2.022
Grad. Other	1.239	0.644
Supervision	14.974	2.136
Service	1.897	0.512
Career Counselling	2.383	0.784
R & D	3.033	0.850
Admin.	7.688	1.658
Service: Inst.	2.730	0.628
Service: Comm.	0.840	0.270
Inservice	3.033	1.140

TABLE 5

QUALITY OF FACULTY RESPONSES MEANS AND CONFIDENCE INTERVALS (.95) FOR MODE OF INSTRUCTION

(Page 6, Question 4c) (N=424)

	Course A		Course B		Course C	
	$\bar{X}$	Confidence Interval (I)	$\bar{X}$	Confidence Interval (I)	$\bar{X}$	Confidence Interval (I)
Large Lecture	13.070	2.534	6.392	1.856	4.322	1.570
Small Lecture	23.378	2.894	15.446	2.408	10.183	2.120
Seminar	12.498	2.094	10.984	2.196	7.439	1.866
Independent Study	7.423	1.426	7.094	1.586	5.303	1.392
Group Project	11.465	1.570	9.045	1.564	5.500	1.260

TABLE 6

FOR STUDENT TEACHER ACTIVITIES
(Page 7, Question 5f) (n=424)

	$\bar{X}$	Confidence
Tutor	3.362	.0536
Prep.	10.012	1.086
Grading	4.657	0.526
Observation	6.383	0.728
Co-teach	10.681	1.474
Solo-teach	21.944	2.230
Individual	2.955	0.484

TABLE 7

FOR R & D ACTIVITIES
(Page 9, Question 6b) (n=424)

Variable	$\bar{X}$	Confidence Interval (I)
Outside	0.714	0.262
Schools	0.533	0.178
Effective	1.052	0.310
Learning Packages	0.761	0.256
Teacher Training	1.371	0.440

TABLE 8

FOR SOURCES OF CAREER INFORMATION

(Page 10, Question 7K) (n=4.24)

Variable	$\bar{X}$	Confidence Interval (I)
Media	.622	.134
Prof. Publ.	.805	.120
S E A	.606	.114
Federal	.469	.114
Placement	.791	.106
Collegial	.624	.116
School Personnel	.761	.116

TABLE 9

(p. 16, question A, B, C)

FACULTY ACTIVITIES

Variable	$\bar{X}$	C.I. $\binom{+}{-}$
A. Teaching		
Undergrad. Gen. Studies	2.423	0.658
Undergrad. Prof. Studies	8.763	0.956
Grad. Courses	4.021	0.638
Clinical Experience	6.138	0.792
Thesis or PhD Comm.	1.223	0.254
B. Research		
R & D with students	0.960	0.210
R & D alone or w/colleagues	3.350	0.632
Scholarship and writing	3.620	0.490
C. Internal and Public Service		
Admin. & Comm. work	7.624	0.986
Career counseling	4.345	0.506
Inservice	1.399	0.542

When reading the report, the important consideration is the size of the confidence interval with respect to the size of the mean. The overall pattern is one of relatively small intervals with respect to the means but as can be seen from Tables 5 to 9 this picture varies somewhat with respect to the type of item. The intervals are somewhat larger, for example, for mode of instruction (Table 5) than they are for student teacher activities (Table 6) or Faculty activities (Table 9)

Generally speaking, for the questionnaires as a whole the confidence intervals are about 15% of the mean with relatively few exceptions.

Quality of Response: Analysis of Item Variables

The faculty questionnaires were coded into 282 variables. Table B-4 indicates the number of "illegitimate" non responses and miscellaneous errors by variable.

TABLE B-4

Faculty Questionnaire
No Response and Miscellaneous
Error by Variable

Item Variable Number	No resp	Misc error
1	--	0.9 (3)
2	0.5 (12)	1.0 (20 21 32 67 92)
3	1.4 (7)	--
4	0.9 (3)	--
5	0.5 (3)	0.5 (4)
6	--	--
7	--	--
8	--	0.2 (6)
9	--	--
10	--	--
11	--	--
12	--	0.2 (5)
13	--	--
14	--	--
15	--	--

Variable Number	No resp	Misc error
16	--	--
17	--	0.2 (6)
18	--	--
19	--	0.7 (6)
E-1		
20	0.9 (8)	0.9 (9)
21	--	--
22	--	0.2 (8)
23	--	--
24	--	--
25	--	--
26	--	--
27	--	--
28	--	--
29	--	--
30	--	--
31	--	--
32	--	--
33	--	--
E-2		
34	--	0.5 (7)
35	0.2 (3)	--
36	0.5 (7)	--
37	--	--
38	0.2 (6)	--
39	1.2 (13)	6.1 (14 32)

Variable Number	No resp	Misc error
A1	--	--
A2	--	--
3	--	--
4	--	--
5	--	--
6	--	--
7	--	--
8	--	--
9	--	--
10	--	--
11	--	--
12	--	--
13	--	--
E-3		
A-14	3.1	0.2
40		
41		
42		
43		
44		
45		
46		
47		
48		
49		
50		

Variable Number	No resp	Misc error
51		
E-4		
V52		
53		
54		
V55		
56		
57		
58		
E-5		
59		
60		0.2 (3)
61		
62		
63		
64		
E-6		
65		
66		
67		
68		
69		
70		
71		
E-7		

Variable Number	No resp	Misc error
72		
73		
74		
75		
76		
77		
E-8		
78		
79		
80		
81		
82		
83		
84		
E-9		
85	0.5 (2)	
86		
87		
88	0.2 (2)	
89		
90		
E-10		
91	0.7 (3)	
92		
93		
94		

Variable Number	No resp	Misc error
95		
C1		
E-11		
96		
97		
98		
99		
100		
101		
102		
103		
104		
105		
106		
107		
108		
109		
E-12		
110		
111		
112		
113		
114		
115		
116		
117		
118		
E-13		

Variable Number	No resp	Misc error
119	1.2 (3)	0.2 (6)
120	0.2 (5)	(6) 0.7 P.N. 40.4 (7)
121		
122		
123		
124		
125		
126		
E-14		
127		
128		
129		
130		
E-15		
131		
132		
133		
134		
135		
136		
E-16		
137	2.3	
138		
139		
140	3.3 (3)	0.2 (8)
141	3.5 (6)	(7) 0.2 P.N. 61.7 (8)
142	2.3 (6)	(7) 1.6 P.N. 31.2 (8)

Variable Number	No resp	Misc error
143		
144		
145		
146		
147		
148		
149		
150		
E-17		
151	4.9 (3)	(4,6,8) P.N. 0.9 27.7 (5)
152	3.3 (6)	0.2 (7)
153	2.3 (4)	0.5 (5)
154	2.8 (6)	0.5 (7)
155	3.1 (4)	0.5 (5)
156	4.7 (3)	0.5 (4)
157	1.9 (3)	0.2 (4)
158		
159		
160		
161		
E-18		
162		
163		
164	3.8	(7) P.N. 0.7 4.5 (8)
165		
166	0.2 (5)	
167	0.5 (5)	

Variable Number	No resp	Misc error
168	0.5 (5)	
169	0.2 (5)	
170	0.2 (5)	
171		
172	0.5 (5)	
173		
174		
175	0.2 (5)	
176	0.2 (5)	
177	0.5 (5)	
178	0.5 (5)	
E-19		
179		
180		
181		
182		
183		
184		
185		
186		
187		
E-20		
188		
189		
190		
191		
192		

Variable Number	No resp	Misc error
193		
194		
195		
E-21		
196		
197		
E-22		
198		
199		
200		
201		
202		
203		
204		
205		
206		
207		
208		
E-23		
209		
210		
211		
212		
213		
214		
215		

Variable Number	No resp	Misc error
216		
217		
218		
219		
220		
221		
E-24		
222		
223		
224		
225		
226		
227		
228		
E-25		
229		
230		
231		
232		
233		
234		
235		
236		
237		
238		
239		
240		

Variable Number	No resp	Misc error
241		
E-26		
242	2.8 (6)	0.7 (7)
243		
244		
245		
246		
247		
248		
249		
250		
251		
252		0.2 (6)
E-27		
253	14.3 (5)	9.1 (6,7)
254	16.4 (3)	1.2 (4,5,7)
255		
256		
257		
258		
259	0.9 (2)	
260	9.9 (3)	0.7 (4,5)
261		
262		
263		
264		

Variable	No resp	Misc error
265		
266		
267		
268		
E-28		
269	0.5 (4)	1.2 (5)
270		
271		
272		
273		
274		
275		
276		
277		
278		
E-29		
279	2.6 (3)	
280		
281	1.6 (4)	
282	0.7 (7)	0.2 (8)

By inspection it can be seen that there were only eleven items where non response or error exceeded three percent and only three items where these "errors" exceeded five percent.

FACULTY QUESTIONNAIRE

Types of Errors Recorded by Coders

In Table B-3 the types of errors recorded by the coders are tabulated. Errors for this purpose are uninterpretable responses. Errors were flagged in terms of the following categories:

1. Non Response
2. Multiple response to a single-response item
3. Response outside of limits provided
4. Incomplete response
5. Miscellaneous error (no other category descriptive)
6. Ranking problem
7. Addition problem (responses do not total rationally)
8. Item not applicable to institution
9. Information not available

TABLE B-3

FACULTY
ERROR FLAGS

Error Variable	Overall Rating that Response is Accept	1 Non Resp	2 Mult Resp	3 Resp Outside Limits	4 Incomp Resp	5 Misc Error	6 Rank prob	7 Won't Total	8 Information Not Applicable	9 Information Not Available
E-1	92.5	0.7	3.1	0.7	1.9	1.2	—	—	—	—
E-2	96.7	0.7	—	1.4	0.2	0.2	—	0.7	—	—
E-3	95.8	0.7	0.5	1.2	0.5	0.5	—	0.7	—	—
E-4	83.6	1.4	—	4.9	8.7	1.2	0.2	—	—	—
E-5	94.8	1.6	—	—	1.6	0.9	—	0.7	0.2	—
E-6	92.3	6.8	—	0.5	0.2	—	—	—	0.2	—
E-7	93.2	4.0	—	—	0.9	0.9	—	0.7	0.2	—
E-8	92.7	6.3	—	0.2	0.2	0.2	—	—	0.2	—
E-9	92.5	5.2	0.2	—	0.9	0.7	—	0.2	0.2	—
E-10	92.5	7.0	—	0.2	—	—	—	—	0.2	—
E-11	98.6	0.9	—	0.2	—	0.2	—	—	—	—
E-12	88.0	8.5	—	0.7	0.9	0.5	—	1.4	—	—
E-13	69.2	8.9	0.9	0.5	19.5	0.5	—	—	0.2	0.2
E-14	94.4	2.8	—	1.4	0.7	0.7	—	—	—	—
E-15	92.5	7.5	—	—	—	—	—	—	—	—
E-16	86.6	13.4	—	—	—	—	—	—	—	—
E-17	75.8	4.7	—	1.2	1.4	—	16.9	—	—	—
E-18	95.8	2.8	0.2	—	1.2	—	—	—	—	—
E-19	79.1	5.4	0.5	0.5	14.3	0.2	—	—	—	—
E-20	86.6	0.9	0.5	—	11.5	0.5	—	—	—	—
E-21	94.8	1.6	0.2	—	3.3	—	—	—	—	—
E-22	95.3	3.1	0.2	0.5	0.5	0.2	—	—	—	0.2
E-23	81.7	3.5	0.7	0.5	13.6	—	—	—	—	—
E-24	85.2	3.1	0.7	10.8	0.2	—	—	—	—	—
E-25	92.3	3.1	—	0.2	3.8	0.5	—	0.2	—	—
E-26	95.3	1.9	—	1.2	0.7	0.5	—	0.5	—	—
E-27	56.6	6.6	0.7	1.4	3.1	0.7	30.5	—	0.5	—
E-28	84.7	2.8	0.7	2.8	8.7	0.2	—	—	—	—
E-29	60.6	34.5	0.2	1.6	1.4	1.6	—	—	—	—

STUDENT QUESTIONNAIRE

NON-RESPONSE AND MISCELLANEOUS ERRORS BY VARIABLES DERIVED FROM LESS COMPLEX ITEMS

Variable	NR (missing cases)	MISC. ERROR
1	0.6	0.1
2	0.2	0.0
3	0.8	0.3
4	0.3	0.1
5	0.3	0.0
6	0.7	--
7	.8	0.0
8	1.9	0.2
9	MR	
10	0.7	1.9
11	1.5	0.3
12	1.2 (16)	0.5
13	1.3 (1)	0.1
14	1.2 (5)	--
15	MR*	
30-39	MR	
40-47	MR	
48	0.8	0.4
49-53	MR	
54-63	MR	
64-84	MR	
85-88	MR	
89	1.3	0.4
90	1.9	0.0
91 (Error flag)	45.6 + 8.4 (187)	--
92	6.4	0.1
93	7.4	?
94 (Error Flag)	MR	
95	4.6	0.0
96 (Error Flag	MR	?
97	5.4	--
98 (Error Flag)	Proper non-response MR	?
99	4.0	0.1
100 (EF		
101	6.1	0.1

Variable	NR (missing cases)	MISC. ERROR
102 EF		
103-113 EF		
114-128 EF		
129-164 EF		
165-168 EF		
169-172 EF		
173-178 EF		
179-173 EF		
194	1.6	1.3
195	1.8	1.9
196	2.0	13.9
197	2.4 + 5.8	2.0
198	2.5 + 5.6 PN-R	0.3
199	3.9 + 5.6 PNR	1.3
200	4.2 + 5.4 PNR	0.4
201-206 EF		
207-214 EF		
215-222 EF		
223-231 EF		
232-236 EF		
237	4.7 + 6.0 PNR + 0.3	0.6
238	3.4	0.3
239-246 EF		
247-253 EF		
254-260 EF		
261-262 EF		
263	4.3	0.1
264-269 EF		
270-277 EF		
278	14.4	0.1
279 EF		
280	3.5	14.2
281		
282	5.0	1.1
283-293 EF		
294	5.6	0.6

Variable	NR (missing cases)			MISC ERROR
295	14.5			0.8
296	4.1			0.6
297	18			0.4
298	10.7			1.9
299	22.3			1.7
300	6.9			0.8
301	20.3			0.5
302	3.4			0.3
303	12.5			0.4
304-316 EF				
317	2.8			0.2
218-321 EF				
322-329 EF				
330	6.8			0.8
331 ?				
332 ?				
333	2.2			0.2
334	3.3			0.3
335	3.8	55.7	0.8 (17)	0.4
336-340 EF				
341	3.4			1.6
342		13.0 (291		--
343		13.4 (300)		--
344 EF		18.8 (420)		
345 EF		18.7 (417)		

* A response type which legitimizes Non-Response

XX PNR - coded proper non-response

INSTITUTIONS: ERROR FLAGS

(In percent of respondents)

EF	Non Response	Multiple Response	Outside Limits	Partial	Misc.	Ranking	Won't Total	NA	Not Avail.	$\bar{X}$	STDE	
E1 (3-15)	5.4		.7									
E2 (20-30)	7.5	(Admission)				47.6						
E3(31-54)	6.1	(Enrollment)		.7				.7	4.1			
E4 (55-64)	12.2		.7	(Ethnic Background				2.0	13.6			
E5 (65-67	17.0		1.4	1.4 (Geographic Origin)				2.0	8.8			
E6 (68-82	6.1			.7 (Financial Aid)				1.4	5.4			
E7 (84-119)	8.8		1.4	.7 (Degrees Granted				.	.7			
E8(121-125)	1.4		2.0									
E9(126-131)	2.0		2.0									
E10(132-137)	1.4		2.7			29.3 (Career Counselling)				1.850	0.225	
E11(138-167)	1.4									0.014	0.010	
E12 (169-180) (1)	.7									0.007	0.007	
E13 (182-186 (2)	5.4		.7	.7 (Faculty Salary)					.7	0.163	0.072	
E14 (189-218) (3)	2.0			.	.7	(FTE)			1.4	0.177	0.093	
E15 (219-242) (4)	16.3			5.4 (Inservice)				9.5	1.4	0.177	0.093	
E16 (243-249) (5)	5.4	2.7	.7	1.4 (Inservice)				7.5		0.782	0.178	
E17 (251-256) (6)	11.6				(Inservice)		.7	7.5		0.762	0.179	
E18 (259-270) (7)	6.8		(Funding. Teacher Centers)					6.1		0.558	0.159	
E19 (271-275) (8)	6.1		(Governance - Teacher Centers)					6.1		0.551	0.159	
E20 (289) (9)	5.4		.7	.7				6.1		0.551	0.159	
E21 (290-344) (10)	25.2		(Sources of Revenue)							0.252	0.036	
E22 (346-369) (1)	10.2			1.4	.7	(Expenditures)			1.4	0.313	0.101	
E23 (370-378) (2)	15.0			.7	(Tuition)					0.177	0.039	
E24 (379-418) (3)	31.3			.7	(Source of Funds)			13.6	14.3	2.714	0.302	
E25 (421-432) (4)	15.0		1.3	.7	(Income/Outgo)			.7	2.7	0.517	0.137	
E26 (433-441) (5)	19.7		1.4		(Impact of deficit)			.7	1.4	0.415	0.107	
E27 (442-453) (6)	51.0			.7	(Costs/Student)			12.2	23.8	3.660	0.313	
E28 (454-473) (7)	42.2	.7	.7	1.4	(Credit/Loan)			6.8	16.3	2.524	0.286	
E29 (477-496) (8)	7.5	.7		.7	.7	30.6 (Hiring/Promotion)				1.986	0.226	
E30 (503-507) (9)	8.2			.7		(Promotion)				0.109	0.035	
E31 (510-513) (10)	42.2	36.7	4.8	.7	check	(Advance Planning)				1.599	0.271	
E32 (514-523) (11)	4.1			1.4		.7				0.136	0.058	

INSTITUTION I

(Response and Error for Items not Covered by Error Flags)

Variable	N R (Percent)	Misc. Error	$\bar{X}$	STDE
1	2.7	--	1.857	0.110
2	2.0	.7	1.408	0.060
16	2.7	--	1.728	0.100
17	5.4	--	1.605	0.049
18	21.8 (Continuing Education)	3.4	2.109	0.060
19	2.7	--	1.136	0.043
20-30	multiple response			
31-119	multiple response			
120	12.9	--	1.388	0.058
121-167	multiple response			
168	unknown	--	0.027	0.013
169-180	multiple response	0.129	0.028	
181	unknown			
182-186	multiple response			
187	18.3	--	1.449	0.090
188-218	MR			
219-242	MR			
243	15.0	1.4	2.122	0.101
244	15.7	.7	2.150	0.105
245	15.4	.7	1.850	0.107
246	15.7	--	1.918	0.093
247	15.7	.7	2.116	0.106
248	17.0	1.4	2.007	0.114
249	14.3	--	2.068	0.101
250	13.6	.7	1.667	0.094
251-56	MR			
257	12.9		1.565	0.059
259-270	MR			
271-275	MR			
276	10.2	--	1.694	0.053
277-288	MR			
289	3.4	?	0.585	0.101

Variable	N R (Percent)	Misc. Error	$\bar{X}$	STDE
290-344	MR			
345	----			
346-369	MR			
370-378	MR			
379-418	MR			
419	25.2 (fiscal)	--	2.068	0.054
420	---			
421-432	MR			
433-441	MR			
442-453	MR			
454-473	MR			
474	68.7 (Wiche)	.7	2.286	0.085
475	3.4	--	2.061	0.106
476	3.4	.7	2.027	0.065
477-496	MR			
497	Comment			
498	3.4	1.4	2.973	0.120
499	4.8	1.4	2.605	0.120
500	4.8	0.7	1.918	0.056
501	5.4	2.7	2.939	0.112
502	8.2	.7	1.524	0.056
503-507	MR			
508	9.5	--	2.000	0.036
509	3.4	2.0	3.837	0.112
510-513	MR			
514-523	MR			

PROGRAM QUESTIONNAIRE

Non response and Miscellaneous Error for Less Complex Items

Variable Number		No resp	Misc error
1-6	EF 1		
7-14	EF 2		
15-22	EF 3		
23		3.4	0.6
24		2.3	0.6
25		3.8(NR) 14.2(PN-R) 1.3(0)	1.3
26		10. 3	5.2
27		37.7 (Future Planning)	2.5
28		3.0	0.8
29-34	EF 4		
35		6.7	23.6
36		13.2	30.1
37-49	EF 5		
50		4.0	0.2
51-57	EF 6		
58-69	EF 7		
70		3.2	1.1
72-95	EF 8		
96-105	EF 9		
106-111	EF 10		
112-132	EF 11		
133-242	EF 12		
243-302	EF 13		

Variable Number		No resp	Misc error
303-309	EF 14		
310-313	EF 15		
314		11.7	1.3
315		12.1	1.1
316-322	EF 16		
323-331	EF 17		
332-349	EF 18		
350-359	EF 19		
360-372	EF 20		
373-377	EF 21		
378	EF 22		
379-385	EF 23		
386		12.2	1.0
387-391	EF 24		
392-397	EF 25		

SELECTED CONFIDENCE INTERVALS: INSTITUTION I QUESTIONNAIRE

Variable		SM	X	SE	CI	MC
88	1975 Bachelor	71308	81.17	11.01	21.58	273
94		69341	78.93	13.54	26.54	273
100		16495	18.78	2.32	4.55	273
106		14489	16.49	2.70	5.29	273
112		8643	9.84	1.01	1.98	273
118		1683	1.92	.18	.35	273

STUDENT QUESTIONNAIRE

Error Flags

Type of Error
(Percent of Total Responding Sample)

Flag	Non Response	Multiple	Outside Limits	Incomplete	Partial Misc.	Ranking	Won't Total	NA	Not Avail.
E-1 29	.8	2.8	3.4	3.0	0.6				
E-2 39	1.0	1.6	9.1						
E-3 47	0.3	2.2	0.5	5.1	0.9	0.0			
E-4 53	6.4		2.5	0.9	0.6			0.8	
E-5 63	12.3	0.1	4.9	0.8	5.4		0.1	0.7	0.1
E-6 64	16.6		0.4	0.1	0.2			0.3	
E-7 88	23.2	0.1	0.7	0.3	0.1		0.0	1.4	0.0
E-8 91	1.7	6.4	0.4	0.4	0.1				
E-9 94	5.9	7.6	1.1	0.5	0.5				0.1
E-10 96	3.9	4.4	0.3	0.1	0.3				
E-11 98	5.2	0.5		0.1					
E-12 100	3.7	5.7	0.1						
E-13 102	5.9	0.4	0.1	0.1	0.1				
E-14 113	1.0	0.7	0.0	5.7	0.3				
E-15 128	2.3		2.1	0.4	0.6		0.0	0.1	4.0
E-16 164	2.4	1.5	2.5	4.6	1.4	0.0		0.1	0.7
E-17 168	3.2	0.2	0.2	19.1	0.4			0.1	0.0

Flag		Non Response	Multiple	Outside Limits	Incomplete	Partial Misc.	Ranking	Won't Total	NA	Not Avail.
E-18	172	3.4	2.9	0.4	22.9	0.6			0.1	
E-19	178	3.0	0.9	0.3	6.4	0.2			0.1	
E-20	193	6.3	3.3	3.0	12.1	2.7			0.2	
E-21	206	3.9	1.0	0.5	1.2	0.2			0.2	
E-22	214	4.4	0.1	0.4	0.0	0.0			0.4	
E-23	222	6.9		1.2	0.2	0.5	0.0	2.8	0.5	
E-24	231	5.6	1.2	0.4	18.8	0.5			0.3	
E-25	236	5.0	0.7	0.3	4.9	0.2			0.4	
E-26	246	3.2	0.0	1.4		0.3				
E-27	253	3.5		1.9		0.4				
E-28	260	3.6	0.1	3.0	3.9	1.2				
E-29	262	56.6		0.1		0.0			0.1	
E-30	269	17.1	0.0	0.1		0.0			0.1	
E-31	277	3.5	0.4	0.4	3.7	0.2			0.0	
E-32	279	2.1	0.1	0.1		0.3	0.1	0.0		0.0
E-33	293	4.1	0.6	0.8	0.2	0.5		0.1	0.0	
E-34	316	4.4	1.6	0.1	10.6	0.6	0.0		0.0	
E-35	321	3.4		0.1	0.4	0.0		0.0		
E-36	329	4.7	0.0	0.4	0.4	0.1	25.1			
E-37	340	3.7	0.3	0.3	0.0	0.4			0.0	
E-38	345	4.4	0.5	2.1	18.7	1.8				
E-39	381	4.0	2.2	0.4	24.6	1.4				

PROGRAM: ERROR FLAGS

Error Variable	Non response	Multiple response	Response Outside Limits	Incomplete response	Misc. Error	Rank prob.	Won't Total	Information Not Applicable	Information Not Available
E-1	3.8								
E-2	5.2								
E-3	3.1	0.6		8.2					
E-4	3.1								
E-5	3.6								
E-6	2.7								
E-7	4.6			0.6					
E-8	10.2		0.2			28.0			
E-9	3.6								
E-10	8.6		0.2	33.3				0.2	
E-11	15.7		0.2		0.2			0.6	
E-12	9.0		0.2	19.0	0.2			0.4	
E-13	7.1			3.6				0.4	
E-14	19.2		1.0	0.2			0.2	1.7	0.4
E-15	49.4		1.0	0.8				3.1	3.1
E-16	8.6			1.1				2.3	
E-17	16.1		0.4				1.0	2.5	0.2
E-18	9.4			3.8	12.5			2.7	
E-19	12.5			0.2	0.2	24.7		2.7	
E-20	12.8			5.6	0.4			2.3	
E-21	32.4							2.5	
E-22	15.9		0.2					2.1	0.2
E-23	20.7		0.4					3.4	0.2
E-24	10.7		0.2					1.5	
E-25	10.0			7.3				1.0	

APPENDIX C

RESULTS OF THE CASE STUDIES: CAUTIONS FOR INTERPRETATION

COMMENTS ON THE INTERPRETATION OF THE MASTER INSTITUTION PART I QUESTIONNAIRE

1. When asking for Basic Descriptive Information for the respondent to specify which academic departments were part of the education unit it must be kept in mind data reported may be inaccurage as many departments are graduate and information requested was for undergraduate only.

2. Definition of Students needs to be expanded to reflect Re-Entry Students as well as retraining within the Ed. Department. "F.T.E." cause the most confusion and needs clarification. The appropriate description of the student needs to be placed by each question, since most respondents did not return to the complete list for correct definitions.

3. Undergraduate Upper Division Enrollment was difficult to report accurately because many teacher education students do not declare a major until their 5th year. Another problem in reporting these figures is that not all teacher preparation programs are exclusively in the school of ed., i.e. single subject credentials/Secondary.

4. Ethnic background question for student and faculty was found to be intrusive and offensive and should be removed. The design team was informed many schools did not keep this kind of information since students should be looked at as students/faculty, not as separate races. Further, the terminology was confusing to many.

5. Sources of Financial Aid was another very intrusive question and accurate data was difficult to obtain as this is private information and not all of it is kept by the Finance Office, i.e. who knows how many students have private bank loans.

6. Reporting the number of Bachelor's and Master's degrees in Teacher Ed. was almost impossible because many students enter the teacher training program

with B.A.'s or B.S.'s, and many are not getting Master's degrees in a specialization, simply getting a teacher credential.

7. Reporting Employment Status of faculty was difficult because of confusion in split time/part time. Again, definitions should be placed w/appropriate question. Part-time tenured seemed to be a contradiction.

8. Sources of Revenue Section was difficult to complete as many sources needed to be consulted. Also many times the education unit is not broken down separately in the school budget.

9. The revenue section should be a separate question as it often was bogged down on someone's desk for a very long time and prevented the quick response for which we had hoped.

10. Revenues available to the education unit often came through the university or other outside sources and are "soft money" and difficult to accurately report.

11. The question requesting data on expenses which exceed revenue was a time-consuming and difficult item. Many schools found this to be intrusive, especially private schools who are very sensitive. It should also be noted that in many states it is legislated that the Institution's budget must balance.

12. The decision-making section was found by many to be difficult as it required judgments to be made and the responses reflect the bias of the person completing the question.

COMMENTS ON THE INTERPRETATION OF THE MASTER FACULTY QUESTIONNAIRE

1. When discussing faculty contractual responsibilities the faculty members interviewed felt the options were vague and overlapping. Percentage of time was found to be difficult to answer correctly, since many departments divide themselves into teams and within the teams they have the choice to decide how they wish to divide the contractual responsibility.

2. There is the continuing misinterpretation of "graduate" courses, since California's fifth year is a post-BA with the student receiving a teaching credential at the end of the 5th year. A graduate student receives a M.A. or Ph.D. When responding to our questionnaire the faculty did not respond to graduate courses as they felt it was not applicable.

3. The mode of instruction needs to have more flexibility for classes that meet for a large lecture and later break into smaller groups and regroup in large lecture. Therefore, the information reported may not be accurate.

4. When discussing clinical or practical experiences which faculty supervise there is a great deal of overlap. Classroom observation implies no participation, when there is often participation by the student. This should be clarified.

5. Counseling by faculty is difficult to report accurately because there is a great deal of overlap between professional and personal counseling

and counseling is also embedded into student teaching. Thus, arbitrary decisions were made about how much time was spent "counseling" and the figures may be inflated or depressed. Most faculty stated counseling was not a contractual responsibility. It was further stated that faculty felt students in education programs received professional counseling too late to be effective.

6. CBTE is interpreted differently by faculty, therefore, figures do not represent a standard answer which may be analyzed. The most common interpretations were objectives for students which could be evaluated and competencies (skills) acquired by students. It was suggested that CBTE could be effectively used for mainstreaming components.

7. In the "Perceptions of the Profession" section faculty felt most uncomfortable judging others within their department. They requested clarification of "your own situation" to specify whether it was your own "personal" situation or "your own department's" situation. The design team interpreted this to be an intrusive section and may have been answered superficially.

8. Another item which appeared to make respondents defensive was the request for percentage of students successfully completing teacher training. Accurate placement figures were difficult to obtain.

9. In the activities section most faculty interviewed felt there was not space provided for non-contractual work, such as prep time, counseling, inservice, etc.. Figures reported may be inflated since the above items are imbedded. It was also difficult to separate number of hours spent on each task since there was much overlap.

10. Institutional Policies and Practices was an unpopular section. Faculty responses varied from intrusive to irrelevant. Some faculty consulted with fellow teachers before responding to this section. There are also many exceptions and variations with regard to promotion and dismissal.

COMMENTS ON THE INTERPRETATION OF THE MASTER INSTITUTION PART II QUESTIONNAIRE

1. The Institutional Part II questionnaire was misinterpreted by many Schools of Education, therefore, distribution was often inadequate and incorrect. To further complicate the issue the term "5th year" had a wide interpretation, ranging from being a graduate year, a precertification year, and the beginning of a specialization program.

   Another problem with the program designations was the tendency to lump programs together and report combined information in one questionnaire. Therefore, many responses must be considered inaccurate.
2. Since this was an undergraduate survey when program heads saw designations such as Special Ed., Rading, School Services, and Subject Matter Specialists they did not complete those sections as they are considered graduate programs. Therefore, we must be aware of a gap in our results due to misinterpretation.
3. In all categories of the questionnaire the Bi-lingual/Cross Cultural program was combined with Special Education which was unfortunate and caused the Bi-lingual/Cross Cultural programs to become defensive about being combined with blind, deaf, mentally retarded, etc. This definitely should be a separate program.
4. The subject matter sub-specialists need to be divided into separate sections, as combining them has not given the programs a place to expand. There are also redundancies in the sub-specialty list, such as Reading/Math specialist, general and Reading/Math Specialist, emphasis on remediation, Health Ed. and Physical Education.
5. The philosophy question was an unpopular item and seen as irrelevant and difficult to make specific judgments.
6. There were many interpretations of "learning objectives" and "competencies."

The terms need to be defined so there will be a standard interpretation. When analyzing data for this section it should be remembered responses may not be what the questionnaire was designed to reflect.

7. The Description of Curriculum Section caused great concern for all respondents. Programs are too specialized to accurately reflect requirements in a general statement. There needs to be a section for general university requirements as well as specific program requirements. To complicate matters many general ed. and specific program requirements overlap and there was not space to show this, thereby, causing frustration and confusion. The problem of basically misunderstanding the question continued to emerge since programs that were inadvertently combined could not reflect individual requirements. The titles for academic course work must be changed for elementary education. There should also be space for humanities, music, and religion.

8. There continues to be confusion in interpretation of clinical and practical experiences. Dividing these experiences could help resolve confusion.

9. Mode of Instruction for academic course work was too rigid and definitely needs to have space for combinations of modes. Respondents felt mode could be eliminated from format.

10. The Supervision of Student Teachers needs to be expanded. Large institutions often have a department which is solely responsible for supervision of student teachers and the questionnaire does not adequately reflect this. There are also times when the department i.e., music, supervises their own student teachers because they feel the Ed. Department is not trained enough in the specialization. The questionnaire needs to reflect this.

11. Again, in reporting where student teachers teach, there needs to be flexibility to show if they teach in more than one school, if it is In-State, Out-of-State, or Out-of-Country.

12. When requesting the number of students who actually will teach, the questionnaire needs to take into consideration that not all students who go into teacher education actually plan to teach or actively solicit jobs.

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
EDUCATION DIVISION/ NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

OMB No. 51-S75068
Approval Expires: 12/76

NATIONAL SURVEY OF THE PRESERVICE PREPARATION OF TEACHERS

GENERAL INSTRUCTIONS

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Tables of Random Digits (Attached)

Additional Information or Assistance: Should you experience any difficulties in sampling, administering forms or interpreting items, you may contact one of the Regional Representatives assigned to this survey. These persons are listed on page 1 of this document.

OE FORM 2386-3, 11/75

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OVERVIEW OF THE QUESTIONNAIRE FOR STUDENTS

The purpose of the Questionnaire for Students is to describe persons who are likely to seek work in the education professions, developing information such as: the training they have received, their perceptions of the teaching profession and their career plans. Persons currently involved in a student teaching experience will complete the questionnnaires. The Questionnaire for Students consists of four sections:

Section One–BASIC INFORMATION–collects data regarding the background and current situation of the respondent, including:

- Demographic and background characteristics (*e.g., sex, age, ethnicity, marital status, languages, prior schools*)
- Reasons for selecting the institution attended
- Expenses associated with college training and the financing of them.

Section Two–DESCRIPTION OF COLLEGE CURRICULUM–seeks information from the student respondent's perspective concerning the program of training he or she is engaged in, including:

- Area of preparation or specialization
- The reasons for the choice of specialization
- The numbers of credit hours taken in a variety of general and professional courses
- Clinical experiences with special emphasis on student teaching
- Specific training for work with special target groups of children (*e.g., the poor, non-English-speaking, urban and rural*).

Section Three–CAREER PLANS–inquires into the respondent's intentions for the immediate future, including:

- Immediate career plans (*i.e., employment, graduate training, military service, etc.*) and the reasons behind this decision
- For those indicating plans to seek teaching jobs, the most desired and most probably job situations
- Knowledge of the job market for teachers of various specialties
- Nature and sources of counseling and other information used by the respondent in making career decisions.

Section Four–DEMOGRAPHIC INFORMATION–collects basic information that, even though the instrument is anonymous and confidential, might cause a degree of reactivity among some respondents; for this reason these questions are placed in the last section. They include:

- Occupation of father and mother
- Part-time work of the respondent while in school
- Respondent's scores on nationally standardized college entrance tests
- Factors that influence job choice and the extent the teaching profession is seen as satisfactory in light of them.

OVERVIEW OF THE QUESTIONNAIRE FOR FACULTY

The purpose of the Questionnaire for Faculty is to describe the characteristics and activities of the persons who provide the substantive professional training of new teachers. The respondents will be faculty members who are formally assigned to major aspects of the preservice preparation of teachers (*e.g., teaching professional studies courses, supervising clinical and field experiences, counseling future teachers, etc.*). They will be asked to complete a questionnaire containing six sections as described below:

Section One–BASIC INFORMATION–collects information concerning the personal background and current situation of the faculty respondent, including:

- Basic personal data (*e.g., sex, age, ethnicity, citizenship, language, geographic origin, degrees held*)
- Prior experience in elementary or secondary schools
- Academic rank, tenure status, and length of service at present institution as faculty member.

Section Two–FACULTY DUTIES–inquires into the content of teacher preparation from the perspective of the individual faculty member, by asking the respondents several questions about the functions they perform, including:

- The type and organizational unit of their appointment
- Formal responsibilities, courses taught and methods used and/or involvement in clinical and field experiences.

Section Three–PERCEPTIONS OF THE PROFESSION–inquires into the respondent's views of his situation and future. The questions include:

- The factors that influenced the choice of the present position and the pressures felt in that position
- The quality and coordination of the teacher preparation program in which the respondent works
- The factors that influence students to seek jobs as teachers and the availability of such jobs in various teaching specialties
- The respondent's estimate of the distribution of teacher preparation candidates in terms of the percentages who complete the program, receive certificates, enter teaching, and remain in teaching more than three years.

Section Four–ACTIVITIES–asks the respondent to show the distribution of his or her working time over the last week and the extent to which this distribution is typical.

Section Five–DECISION MAKING–asks several questions about the faculty member's understanding of decision processes at the institution, focusing on the processes and criteria involved in personnel, promotion, and tenure decisions.

Section Six–DEMOGRAPHIC INFORMATION–will collect information which, even though the instrument is anonymous and confidential, might cause some reactivity among the respondents; for this reason these questions are asked last. They include:

- Salary data
- Outside consulting activities
- Numbers of books and articles published.

OVERVIEW OF THE QUESTIONNAIRE FOR INSTITUTIONS

The purpose of the Questionnaire for Institutions is to elicit information concerning the education unit (*school, college, or department of education*) and its offerings from the perspectives of key administrators. Many education units, especially the larger institutions, offer a number of teacher preparation programs that differ from one another in fundamental ways. In general, the characterization of these programs in the aggregate could possibly generate misleading information. To overcome this difficulty, the Questionnaire for Institutions is divided into two parts: Part I, to be completed by the chief administrative officer in the education unit, inquires into areas that affect the education unit as a whole–*total enrollment and graduates, major areas of activity, costs and financing, etc.* Part II, to be completed by the person directly responsible for each teacher preparation program, examines areas that can be expected to vary among different programs–*requirements, program structure, planning and evaluation procedures, etc.* Separate copies of Part II will be submitted for each program in the education unit.

Part I (Questionnaire for the Education Unit) consists of six sections:

Section One–BASIC DESCRIPTIVE INFORMATION–collects the information necessary to categorize the institution and to describe the formal structure of its education unit. (Please see the statement on confidentiality for information on safeguards to the privacy of the information provided.)

Section Two–DESCRIPTION OF STUDENTS–seeks information on the characteristics of the students in the education unit in the aggregate, including:

- Factors involved in admission to teacher preparation
- Areas of training offered by the education unit
- Enrollment by specialty, sex, geographic origin, citizenship, ethnicity, and financial aid status
- Number of graduates for the past three years
- Career counseling processes, and the information sources used therein.

Section Three–DESCRIPTION OF FACULTY–inquires into the characteristics and assignments of the faculty who provide training to future teachers, including:

- Ethnicity, sex, tenure, and appointment status
- Assignments of faculty to specific duties and activities
- Mean salaries by academic rank.

Section Four–INSERVICE TRAINING, TEACHER CENTERS, AND LABORATORY SCHOOLS–collects information concerning various "outreach" programs of the education unit. Reduced turnover among teachers and reduced demand for new teachers have led to the suggestion that such programs will become major vehicles for introducing new concepts and methods into the schools. The questions treat the following areas:

- Type, location, governance, and trends in the inservice training of practicing teachers
- Participation, funding, and governance of teachers centers (*i.e., cooperative ventures of education units and local schools for preservice and inservice training of teachers*)
- Number, type, and role of laboratory schools operated by the education unit.

Section Five--SOURCES OF REVENUES–inquires into the costs and financing of the education unit. The data requested include:

- Revenue budget by source
- Expenditure budget by type of expenditure
- Tuition levels
- Special purpose grants in key categorical areas

Section Six–DECISION MAKING–requests a description of the formulation of major policies at the institution, including:

- Organizational lines of responsibility
- Personnel, salary, and tenure policies
- Length of time necessary to implement changes in the program
- Estimated trends in enrollment across various broad specialty areas.

Finally, the respondent is asked to identify the individual teacher preparation programs within the education unit according to explicit criteria which are provided to assist in judgments as to whether a particular entity should be regarded as an independent program or part of a larger program. Copies of Part II are forwarded to the person responsible for each program.

Part II (Questionnaire for Individual Teacher Preparation Programs) consists of two sections:

Section One–DESCRIPTION OF PROGRAM ORGANIZATIONAL STRUCTURE–inquires into the specific offerings, enrollments, and management of the program. The data to be collected include:

- Current enrollment and number of last year's graduates for each area of training provided by the program
- Procedures used to determine the size of the program
- The extent to which explicit objectives and competencies are used to structure the program and to evaluate student performance
- Factors related to admission of students to the program over and above those set by the education unit.

Section Two–DESCRIPTION OF THE CURRICULUM–seeks data concerning the specific content and methods of each teacher training program, including:

- Credit hour requirements in general studies, professional studies, and clinical experiences
- Academic coursework and methods used in teaching them
- Extent of clinical and practical experiences of various types
- Methods and organization of student teaching experiences
- Processes of career counseling within the program

STATEMENT OF CONFIDENTIALITY

The National Center for Education Statistics (NCES), in order to fully protect the identity of individual faculty and students responding to the survey, *will not release identifiable data on individual institutions.*

Furthermore, it has been determined by the General Counsel's office that financial data not normally released by institutions are exempt from disclosure under authority provided by the Freedom of Information Act, Section 552 (B) (4). Therefore, no financial data on individual institutions will be released.

To insure the confidentiality of the data, neither the name of the institution, nor any other publicly available identifying code (*e.g., FICE code*) will ever become a part of the institutional unit record. Each institution will receive a randomly assigned code number. This anonymous institutional identification code will be used for coding individual respondents so that the characteristics of individuals can be linked to their institutional context. The master list relating code number to institutions will be secured by the NCES project officer.

Through the use of the above coding process, NCES will insure that the responses of individuals or institutions cannot be uniquely identified.

All characteristics that might tend to reveal institutional identity will be deleted from the institutional data tapes or masked into a non-recognizable form.

Tapes containing only aggregates over the sampling strata will be available for general distribution through NCES.

NATIONAL SURVEY OF THE PRESERVICE PREPARATION OF TEACHERS

INSTRUCTIONS FOR DRAWING A SAMPLE OF STUDENTS AND FACULTY

The purpose of this section is to provide detailed instructions for drawing a sample of students and faculty for the National Survey of the Preservice Preparation of Teachers. In order to minimize the reporting burden and still maintain statistically precise survey findings, the Survey is relying upon a carefully constructed sampling procedure for institutions, students and faculty.

Your institution has been selected as one of 240 teacher preparation institutions drawn as part of a stratified sample. Within your institution we are requesting that fifteen (15) students and two (2) faculty be selected according to the procedures set forth in these instructions.

Should you desire additional information about the technical basis for this sampling plan, please consult:

> *M. H. Hansen and W. N. Hurwitz, "On the Theory of Sampling From Finite Populations."* Annals for Mathematical Statistics *(1943)* 14 *pp. 333–362.*

DRAWING THE STUDENT SAMPLE

Please compile a list of seniors who are currently participating in student teaching and then use the attached table of random digits to select students from the list. *These detailed instructions are provided to clarify terms and to insure that standardized procedures are used.*

STEP 1. Please compile a list of all *seniors and/or fifth year students* who are currently participating in a student teaching experience which meets this definition:

> *A period of apprenticeship which lasts for several weeks in which a college student assumes increasing responsibility for directing the learning of a group (or groups) of pupils. It may be taken under the direction of a single teacher, a team of two, a larger team or other differentiated staffing.*

Such lists are generally available from the Registrar or the Director of Student Teaching. We are using this group as the basic frame for the sampling of students under two assumptions:

- These students are quite close to graduation and will, thus, be able to give information which will be useful in predicting the total supply of teachers
- The various specialties (*e.g., elementary, secondary, special education, etc.*) have one common point: the student teaching experience.

Your institution may have special policies with respect to student teaching which may depart from these assumptions, in which case we ask you to follow these alternative plans:

Exception 1: More than 70% of the current seniors participated in student teaching during the previous term. If this is the case, please compile the list of students using rosters from the previous term. *(The student questionnaire contains items which discriminate between those who have participated in student teaching and those who are currently participating.)*

Exception 2: The curriculum is structured in such a fashion that the student teaching experience occurs at varying times for different specialties (*e.g., elementary teachers in the Fall, secondary teachers in the Spring*). If this is the case, please combine rosters for the various terms to insure that persons with the following areas of specialization (*if offered at the undergraduate level*) are included in the list of students:

- *Elementary Education* includes general elementary, early childhood and/or kindergarten education.

- *Secondary Education* includes all subject specialties (such as math, science, English, social studies, etc.) and/or specialization in Junior High or Middle School teaching.

- *Special Education* refers to bilingual/bicultural, deaf, blind, speech correction, gifted and talented, mentally retarded, crippled and health impaired, learning disabilities and emotionally disturbed.

- *Subject Matter Specialists* refers to the fine arts (music, art, drama), health education, driving and safety, physical education, and curriculum specialists in reading, math, science and other academic subjects.

- *Occupational and Vocational Education* includes the industrial arts, vocational and technical education, business, commerce, distributive education and the like.

- *School Support Service* refers to school psychology, school counselors, librarians, and administration.

Exception 3: There is no student teaching experience which meets this definition. In this case, please compile a list of students who have a high likelihood of graduating, with recommendation for certification between March and June of 1976. Please consult your Regional Representative for further assistance.

STEP 2: Please count and number the list of students, assigning a different number beginning with 1. Based on your count, select the appropriate table of *Random Digits for Students:*

If your count was:	Use Table
Between 0 and 50	A
Between 51 and 100	B
Between 101 and 500	C
Over 500	D

Write the highest number you used in counting students in the space provided at the top of the page.

STEP 3: Please go through the appropirate table of *Random Digits for Students* and cross out all numbers which are larger than the number which you wrote at the top of the page in STEP 2.

STEP 4: Beginning with the far left column on the page of *Random Digits for Students,* please choose the first fifteen numbers which have not been crossed out in STEP 3. These fifteen numbers correspond to the fifteen persons who should receive the Questionnaire for Students. If any of these students cannot participate in the Survey, use successive uncrossed-out numbers from the table of *Random Digits for Students* to identify replacements.

CAUTIONS

It is important that you follow these instructions carefully. We remind you that the following techniques are completely inappropriate to the sampling design and must be avoided to preserve the integrity of the survey:

Nomination: Choosing students solely on the basis of your acquaintance with them or their membership in certain groups.

Systematic Sampling: Choosing every 10th (or 5th or 20th, etc.) student.

If you have 15 or fewer seniors or fifth year students who are participating in student teaching, please administer the Student Questionnaire to each of them. Also, please inform your Regional Representative of this fact.

DRAWING THE FACULTY SAMPLE

Please compile a list of faculty who are involved in the *professional* preparation of teachers and then use the attached table of random digits to select faculty from the list. *These detailed instructions are provided to clarify terms and to insure that standardized procedures are used;*

STEP 1: Please compile a list of *all* faculty persons who are assigned either part-time or full-time to at least one of the following activities:

- Teaching undergraduate professional studies courses at either introductory or advanced levels (e.g., Educational Psychology, Foundations of Education, Testing and Measurement, Methods of Instruction, Media and Communications, etc.)
- Supervising undergraduate clinical experiences of student teaching
- Career counseling of undergraduate students (other than that provided by your institution's placement office).

If faculty assignments vary significantly from term-to-term, please include faculty from the present term and those who may have been assigned to one of the above areas during the previous term.

The following exceptions hold:

Exception 1: For the purposes of this Survey, cooperating teachers are NOT to be considered as faculty. (*They are the focus of another independent survey effort.*)

Exception 2: Persons enrolled as graduate students at your institution who teach or supervise in any of the areas above are NOT to be included on the list of faculty. We exclude them from the survey because they generally do not have the range of activities and responsibilities as a regularly appointed faculty person. *The only exception to this is if your institution hires and relies significantly on its own graduate students as teachers of preservice students and their duties and responsibilities are indistinguishable from faculty.* Then, these graduate students may be included on the faculty list.

Exception 3: Persons from the schools who have full responsibility for regularly scheduled undergraduate courses should be included on the faculty list.

STEP 2: Please count and number the list of faculty, assigning each individual a different number beginning with 1. Based on your count, select the appropriate table of *Random Digits for Faculty:*

If your count was:	Use Table
Between 0 and 50	E
Between 51 and 100	F
Over 100	G

Write the highest number you used in counting faculty in the space provided at the top of the page.

STEP 3: Go through the appropriate table of *Random Digits for Faculty* and cross out all numbers which are larger than the number which you wrote at the top of the page in STEP 2.

STEP 4: Beginning with the far left column on the table of *Random Digits for Faculty*, please choose the first TWO numbers which have not been crossed out in STEP 3. These two numbers correspond to the two persons who should receive the Questionnaire for Faculty. If either of these persons cannot participate in the Survey, please use successive uncrossed-out digits to identify replacements.

If you have two (2) or fewer faculty assigned to the professional preparation of teachers, please administer the Faculty Questionnaire to each of them. Also, please inform your Regional Representative of this fact.

NATIONAL SURVEY OF THE PRESERVICE PREPARATION OF TEACHERS

INSTRUCTIONS FOR ADMINISTERING THE QUESTIONNAIRE FOR STUDENTS AND FACULTY

The purpose of this set of instructions is to provide uniform guidelines for administering the questionnaire for students and faculty.

Please obtain the sample list of fifteen (15) students and two (2) faculty--drawn according to the previous *Instructions for Sampling Students and Faculty*. Then, using the guidelines in this memorandum, please:

- Disseminate the instruments to the respondents
- Inform the respondents of the procedures which will be used to protect the confidentiality of the data and to safeguard their rights to privacy under the Freedom of Information Act of 1974
- Please return the questionnaires to the survey headquarters.

QUESTIONNAIRE FOR STUDENTS

Please follow these steps in administering the Questionnaire for Students.

STEP 1: Please check through the envelope marked "Student Questionnaires." You should find enclosed the following:

- Fifteen copies of the Questionnaire for Students
- A stamped envelope for the return of the completed forms.

If any of these are missing, or defective, contact your *Regional Representative* who will see that you are properly supplied.

STEP 2: Please contact the fifteen (15) students who have been sampled. You may use either of these procedures:

- Each student may be contacted by telephone or in person and asked to participate. (*We would prefer that you used this method.*)
- A notification may be sent to each student by your campus mail system.

If any student decides not to participate, please replace him or her according to the procedures specified in the *Instructions for Sampling.*

No student should be required to participate in this survey, nor should any pressure of any kind be exerted upon students.

STEP 3: Please arrange for the dissemination of the instruments. You may use either of these methods or both in combination:

- **Students may be asked to report to a central location and receive the instruments in a group setting.** *We would prefer that you use this method because our pilot tests have shown that this method has the highest likelihood of obtaining a complete response to the instrument.* Such a session will require approximately thirty (30) minutes.

- Students may be instructed to report to a given location (*e.g., a secretary or receptionist's office*). At this place, please make available a copy of the instrument and the confidentiality statement. The student should complete the form at this time and return it ot the secretary.

Regardless of method, you should act to insure that the student receives, reads and understands the Statement of Confidentiality printed in the instrument prior to beginning work on the questionnaire.

> *This step is necessary to meet guidelines for the use of human subjects which are set by the A.E.R.A. (and possibly may be set by your institution). The statement also reaffirms the students' rights to privacy as guaranteed by federal law.*

We request that you make every attempt that is feasible to obtain fifteen (15) student responses to this questionnaire.

CAUTION: *If possible, we ask that you avoid delivering the instruments by mail.*

STEP 4: Place the completed student questionnaire in the stamped return envelope and drop in the mail. If you believe that any factors in the administration of these instruments may have adversely influenced the subjects' responding, please describe these factors in a brief note.

QUESTIONNAIRE FOR FACULTY

Please follow these steps in administering the Questionnaire for Faculty.

STEP 1: Please examine the contents of the envelope marked "Faculty Questionnaires." You should find enclosed the following:

- Five copes of the Questionnaire for Faculty

- A stamped envelope for the return of the completed forms.

If any of these are missing or defective, please contact your *Regional Representative* who will see that you are properly supplied.

STEP 2: Please contact the two faculty who have been sampled. We request that you speak to each in person. If any faculty person declines to participate, please replace him or her according to the procedures specified in the *Instructions for Sampling.*

> *No faculty person should be required to participate in this survey.*

STEP 3: Please arrange for the dissemination of the instruments. *We ask that you arrange to have the questionnaires delivered to each faculty member in person.* On the basis of our pilot tests, approximately thirty (30) minutes will be required to complete the form. Please insure that each faculty person receives, reads, and understands the *Statement of Confidentiality* printed in the instrument prior to beginning work on the questionnaire.

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
EDUCATION DIVISION/NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C.

NATIONAL SURVEY OF THE PRESERVICE PREPARATION OF TEACHERS

QUESTIONNAIRE FOR INSTITUTIONS

PART I

QUESTIONNAIRE FOR SCHOOLS, COLLEGES AND DEPARTMENTS OF EDUCATION

SPONSORED BY THE
NATIONAL CENTER FOR EDUCATION STATISTICS

DEVELOPED BY:

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Washington, D. C.

USOE No. 2386-2

SECTION ONE
BASIC DESCRIPTIVE INFORMATION

This section requests basic information about the institution as a whole and about the institutional sub-units which are responsible for Education as an academic discipline. Please use the following definitions when responding to the questions in this, and later sections:

INSTITUTION: The entire complex of departments, professional schools and other organizational units that are *present on this campus. The word "institution"* DOES NOT *refer to any units not located on this campus (i.e., branch, regional, extension campuses, and the like).*

EDUCATION UNIT: The organizational structure which is responsible for functions related to Education as an academic discipline including undergraduate teacher preparation, educational research and professional service. *The education unit often takes the form of a professional school, college or academic division or department.*

PRESERVICE TEACHER PREPARATION PROGRAM: A distinct program option which meets these four criteria:

- *It has a clearly identifiable organizational structure and program head*
- *It has a process for admitting students to training and/or recording their presence and progress*
- *Students are identified with the program through their training*
- *Students who complete the program meet the requirements set by the state for an initial teaching certificate.*

Large institutions may have several programs which meet these criteria (e.g., elementary, secondary and special education programs and often, specialized programs such as urban education, CBTE variants and the like). Smaller institutions may have only one program which meets these criteria.

There are six major program types of interest to this survey:

- *Elementary Education,* including general elementary, early childhood, preschool, and/or kindergarten.
- *Secondary Education,* including all subject specialties such as math, science, English, social studies, etc., and specialization in junior high school or middle school teaching.
- *Special Education,* including bilingual/bicultural, deaf, blind, speech correction, gifted and talented, mentally retarded, crippled and health impaired, learning disabilities and social and emotionally disturbed.
- *Subject Matter Specialists,* including fine arts education (music, art, drama), physical education, driving and safety, and training aimed at producing curriculum specialists in reading, math, science, urban and rural specialists, etc.
- *Occupational and Vocational,* including industrial arts, vocational and technical, business, commerce, distributive education and the like.
- *School Support Personnel,* including psychology, guidance counselors, librarians, and the like.

There may also be more than one subprogram in one of these classifications (e.g., *an elementary program organized around Spanish-speaking children and another targeted toward English-speaking children).* The interest is on the distinctly different paths that students may take to graduation and certification.

1. What is the corporate name of the institution covered by this report?

____

2. Please check the category which best describes this institution.

☐ Public
☐ Private, *organized as profit-making*
☐ Private, *independent, non-profit*
☐ Private, *affiliated with religious group*

3. Which of the following best describes this institution? *Please check only one.*

☐ A single-campus institution
☐ A main campus *("parent" institution) with one or more branch campuses and/or other campuses*
☐ A branch campus of a parent institution

NOTE: *The remainder of the questions on this form apply ONLY TO THIS CAMPUS and do not apply to parent or branch institutions not located on this campus.*

4. Which of the following academic departments or sub-units are a part of the education unit? *Please check all which apply.*

☐ Special Education
☐ Higher Education
☐ School Psychology
☐ Foundations of Education
☐ Administration and Supervision
☐ Elementary Education
☐ Secondary Education
☐ Educational Psychology
☐ Curriculum and Instruction
☐ Educational Research and Evaluation
☐ Early Childhood
☐ Media and Communication
☐ Others *(please specify)* ________________________

5. What is the predominant calendar system at this institution? *Please check the one which best applies.*

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 Plan
☐ Other *(please specify)* ________________________

6. What are the budgeting practices of the education unit with respect to summer school and/or continuing education? *Please check the appropriate alternative in each column.*

	ACTIVITY	
BUDGETING METHOD	*Summer School*	*Continuing Education*
Activity is financially included in the education unit's budget.	☐	☐
Activity is financially separate from the education unit's budget.	☐	☐

SECTION TWO
DESCRIPTION OF STUDENTS

This section requests information about the students at the institution *(and in the education unit)* and the processes by which they are selected. In completing this section, you may find it helpful to consult with the institution's Registrar or Bureau of Institutional Research.

Please use the following definitions:

NORMAL UNDERGRADUATE ACADEMIC LOAD: The number of credit hours *(or other units)* required for graduation divided by the number of terms *(semesters, quarters, etc.)* normally required to obtain them.

FULL-TIME UNDERGRADUATE STUDENT: Those students who are carrying at least 75% of a normal undergraduate academic load (in *Headcount Terms*).

HEADCOUNT: The actual number of persons participating in a given activity.

FULL TIME EQUIVALENT *(FTE)* STUDENT: For each person in the headcount, FTE is computed by dividing the number of credit hours carried during the current term by 100% of the normal undergraduate academic load.

FULL TIME EQUIVALENT UNDERGRADUATE ENROLLMENT: The sum of the FTEs computed for each person in the undergraduate headcount. Alternatively, FTE enrollment may be estimated by using either of two procedures:

- The total number of credit hours carried by all undergraduates divided by 100% of the normal academic load.
- The headcount of full-time students plus one-third the headcount of part-time students.

You may use either of the above alternatives in responding to questions related to FTE *enrollment.*

INSTITUTION UNDERGRADUATE POPULATION: Includes all undergraduates in the Institution who are enrolled in programs wholly or chiefly credible to a Bachelor's degree. This *excludes:*

- *Unclassified students*–those who are not candidates for a degree.
- *Students in a first professional degree program* (e.g., law, dentistry, medicine, theology, etc.)
- *Graduate students*
- *Correspondence students*
- Others, *including non-credit continuing education students, persons enrolled in "short courses", auditors, students studying abroad, and students known to be enrolled concurrently at another institution.*

EDUCATION UNIT UNDERGRADUATE POPULATION: Those members of the institution's undergraduate population who have been admitted to one of the teacher preparation programs operated by the education unit.

GENERAL STUDIES: Courses offered outside the education unit which are often known as *Arts and Sciences courses, Liberal Arts work* and others.

PROFESSIONAL STUDIES: Courses offered by the education unit as part of the professional preparation of teachers. These are often known as *education requirements* and often include such courses as *Educational Psychology, Foundations of Education, Methods of Instruction* and the like.

CLINICAL AND PRACTICAL EXPERIENCES: Those experiences which require the student to assume all or some parts of the teaching role. The terms cover a wide spectrum of activities ranging from classroom observation to "student teaching" to full-time intern teaching.

SUPERVISED PRACTICE TEACHING *(also known as "student teaching")* is a period of apprenticeship which lasts for several weeks in which a college student assumes increasing responsbility for directing the learning of a group (or groups) of pupils. It may be taken under the direction of a single teacher, a team of two, a larger team or other differentiated staffing.

LOWER DIVISION: Those students who have completed less than half the units required for graduation with a Bachelor's degree *(usually freshmen and sophomores).*

UPPER DIVISION: Those students who have completed more than half the units required for graduation with a Bachelor's degree *(usually juniors and seniors).*

1. a. Are students admitted to programs of teacher preparation through a formal selection process?
( ) YES ( ) NO

b. If you have indicated that admission to teacher preparation involves a formal selection process, please indicate the three most important factors on the list below. *Use "1" to indicate the "most important", "2" to indicate "second most important", and "3" to indicate "third most important".*

FACTORS	Rank of Importance In Admission to Teacher Preparation
Secondary school grades	____
Secondary school class rank	____
SAT test of verbal ability	____
Other standardized tests	____
Work experience	____
Financial need	____
Personal interview	____
Letters of reference	____
Autobiographical statement	____
Extracurricular activities	____
Other *(please specify)* ________________________	____

2. For each of the following programs in which preservice preparation is offered, please report the undergraduate upper division enrollment by sex and part/full time attendance status. *Please report headcounts from the opening fall (1975) enrollment. For those areas requiring majors outside the education unit, estimates may be reported.*

Teacher Preparation Programs	MEN		WOMEN	
	Full Time	*Part Time*	*Full Time*	*Part Time*
Elementary Education				
Secondary Education				
Special Education				
Subject Matter Specialists				
Occupational and Vocational				
School Support Personnel				

3. Please describe the education unit undergraduate population by sex and ethnic background. *Please report headcounts from the opening fall (1975) enrollment.*

ETHNIC BACKGROUND	SEX	
	MEN	*WOMEN*
Caucasian		
Black/Negro		
Hispanic		
Asian, Oriental or Pacific Islander		
American Indian or Alaskan Native		

4. Please describe the education unit undergraduate population by geographic origin. *Please report headcounts from the opening fall (1975) enrollment.*

GEOGRAPHIC ORIGIN OF STUDENTS	Number of Students
In-State (or District)	
Out-of-State (or District)	
Foreign Country	

5. Please report the number of persons in the education unit undergraduate population who are receiving financial aid from the sources listed below. *Please report headcounts for the 1975-1976 Academic year. Please indicate cases where this information is unavailable by placing a check in the right-hand column.*

SOURCES OF FINANCIAL AID	*Number of Persons Receiving Aid*	*Information Is Unavailable*
Basic Educational Opportunity Grant (BEOG)		( )
Supplemental BEOG		( )
Work-Study		( )
Scholarships *(Both Public and Private)*		( )
Federal Guaranteed Loans		( )
State Guaranteed Loans		( )
Private Bank Loans		( )
Other Aid *(please specify)* ______________________		( )

6. Please report the total number of Bachelor's and Master's degrees granted for the following areas of preparation for each of the past three years. *Please report all Bachelor's degrees for which the education unit submitted a* reccomendation for certification *to the State Education Agency.*

DEGREES GRANTED WITH RECCOMENDATION FOR CERTIFICATION

AREAS OF TRAINING	*AY 1972-1973*		*AY 1973-1974*		*AY 1974-1975*	
	Bachelor's	*Master's*	*Bachelor's*	*Master's*	*Bachelor's*	*Master's*
Elementary Education						
Secondary Education						
Special Education						
Subject Matter Specialists						
Occupational and Vocational						
School Support Personnel						

7. Does the education unit provide formal career counseling to students preparing to be teachers?

( ) YES ( ) NO

If you answered YES, *please anser questions* 8, 9 *and* 10.
If you answered NO, *please skip to* Section Three.

8. What agency or individuals are responsible for career counseling of persons preparing to be teachers? *Please check all of the following which may apply.*

( ) Counseling is done by the institution's career planning or placement office.
( ) Counseling is done by a specially designated person in the Education Unit *(other than a faculty advisor)*
( ) Counseling is done by formally assigned faculty advisors.
( ) Counseling is done on an informal basis.
( ) Other *(please describe)* ______________________________

9. Please describe the timing of career counseling in the Education Unit. *Please check all that apply.*

( ) Students are informed of the current market for graduates in their specialty prior to admission to a program of teacher preparation.
( ) Students are periodically informed of the market for graduates during their training.
( ) Students are informed of the market for graduates prior to commitment to an area of specialization.
( ) Students are informed of the market for graduates immediately prior to graduation.
( ) Job information is reported informally and periodically by advisors and counselors.
( ) Other *(please describe)* ______________________________

10. What sources of information are used in the process of career counseling of students in teacher preparation? *On the following list, please rank the three most important sources of information using "1" to indicate "most important", "2" to indicate "second most important", and "3" to indicate "third most important".*

Source of Information	Rank of Importance in Counseling
Reports published by professional organizations *(e.g., N. E. A., A. F. T.)*	____
Reports published by the State Education Agency	____
Reports published by the Federal Government	____
Reports from persons who use the Placement Office	____
Survey of recent graduates, conducted by this institution	____
Other *(please describe)* ______________________	____

SECTION THREE

DESCRIPTION OF FACULTY

This section requests information about the faculty at this institution, and in particular, those assigned to the preparation of teachers. In completing this section, you may find it helpful to consult with the Institution's Registrar or Bureau of Institutional Research.

Please use the following definitions when responding to the questions in this section:

GENERAL INSTITUTIONAL FACULTY: Those persons designated as faculty persons at this campus. This *excludes:*

- Faculty at regional or extension campuses *(or the proportions of time spent by faculty from this campus at such places).*
- Faculty at associated research centers *(or the proportion of faculty time spent at such centers).*

SPLIT-TIME EDUCATION FACULTY: Full-time faculty for whom only a portion of their activities are devoted to activities operated by the education unit. *(An example might by an English professor who teaches one methods course).*

FULL-TIME EDUCATION FACULTY: Persons carrying a full-time faculty load, all of whose activities are devoted to operations of the education unit.

PART-TIME EDUCATION FACULTY: Those persons who carry *in-toto* less than a full-time load whose activities are devoted to activities operated by the education unit. *(An example might be a local superintendent who teaches one course in administration.)*

EQUIVALENT TEACHING HOUR: One hour per week spent in scheduled teaching defines one equivalent teaching hour. *The institution may also establish equivalency formulae for converting activities other than instruction (i.e., research, service, advising) into equivalent teaching hours.*

FULL-TIME FACULTY LOAD: A statement of the number of equivalent teaching hours required by persons receiving full faculty pay, *as defined by the institution's rules and regulations.*

FULL-TIME EQUIVALENT FACULTY: For each individual, this is calculated by dividing the number of equivalent teaching hours for which the individual is responsible by the full-time faculty load. *For a group, the entire number of equivalent teaching hours carried by all members of the group divided by the full-time faculty load.*

1. Please describe the education unit faculty by academic rank, tenure and full/split/part-time employment status. *Please report headcounts for the 1975-1976 academic year.*

EMPLOYMENT STATUS

ACADEMIC RANK	*Full-Time Education*		*Split-Time Education*		*Part-Time Education*	
	Tenured	*Non-Tenured*	*Tenured*	*Non-Tenured*	*Tenured*	*Non-Tenured*
Professor						
Associate Professor						
Assistant Professor						
Instructor/Lecturer						
Other						

2. Please describe the full-time education unit faculty by sex and ethnic background. *Please report headcounts for the 1975-1976 academic year. If this information is unavailable, please check the space below:*

This Information is unavailable ( )

SEX

ETHNIC BACKGROUND	*MEN*	*WOMEN*
Caucasian		
Black/Negro		
Hispanic		
Asian, Oriental or Pacific Islander		
American Indian or Alaskan Native		
Other		

3. Please provide information about faculty salaries by academic rank within the education unit. *Please report median salaries, accurate to the nearest hundred dollars* excluding fringe benefits. *Please indicate the basis for these computations in the right hand space. If these data are unavailable, please check the space below:*

This information is unavailable ( )

ACADEMIC RANK	MEDIAN SALARY *Excluding Fringe Benefits*
Professor	
Associate Professor	
Assistant Professor	
Instructor/Lecturer	
Other	

BASIS FOR COMPUTATIONS
(please check one)

( ) *academic year*

( ) calendar *year*

( ) Other *(please specify)*

____

4. Please report the total Full-Time-Equivalent (FTE) faculty that were assigned to the following activities during the past (i.e., 1974-1975) academic year. *You may report estimates; in this case, please identify such estimates by placing a check in the spaces provided in the right-most column. If this information is unavailable, please check the space below:*

This information is unavailable ( )

ACTIVITIES	**Total FTE Faculty Assigned to Activity**	***Check if Data Are Estimates***
Teaching and Supervision		
Teaching Undergraduate Professional Studies Courses		( )
Teaching Graduate Professional Studies Courses		( )
Supervising Undergraduate Clinical/Practical Experiences		( )
Supervising Graduate Clinical/Practical Experiences		( )
Teaching Other (non-professional) Undergraduate Courses		( )
Teaching Other (non-professional) Graduate Courses		( )
Counseling		
Service on Doctoral or Thesis Committees		( )
Career Counseling of Undergraduates		( )
Other Counseling		( )
Research and Development		( )
Inservice Training of Teachers		( )
Work in Laboratory Schools		( )
Other (please specify)		
		( )
		( )
		( )

SECTION FOUR
IN-SERVICE TRAINING, TEACHER CENTERS AND LABORATORY SCHOOLS

This section requests information about the involvement of the institution in activities which are parallel to or related to the preservice preparation of teachers. This information is requested to obtain a broader perspective of teacher education across our nationwide sample of institutions.

Please use these definitions of terms covered in this section.

IN-SERVICE TRAINING: The training of persons currently employed as teachers who have already met the State's requirements for initial certification.

TEACHER CENTER: A formal organizational structure which has important responsibilities for supporting student clinical experiences and/or in-service training; the teacher center generally has separate governance and fiscal responsibilities from the education unit.

LABORATORY SCHOOL: A school at either the elementary, secondary or preschool level which is operated entirely by the education unit.

1. Please describe the nature of the inservice training activities conducted by the education unit. *In the table below, please indicate for the past academic year (1974-1975), the approximate number of persons trained in each of the areas of training listed. Also, please indicate the location in which the training took place, checking as many as apply.*

		LOCATION OF TRAINING		
AREA OF TRAINING	APPROXIMATE NUMBER OR PERSONS TRAINED	*On Campus*	*In Schools*	*In Teacher Centers*
Orientation of Newly Employed Teachers	_____	☐	☐	☐
Demonstration of New Methods of Teaching	_____	☐	☐	☐
Demonstration of Innovative Materials and Technology	_____	☐	☐	☐
Others *(please specify)* _____	_____	☐	☐	☐
_____________________	_____	☐	☐	☐
_____________________	_____	☐	☐	☐

2. Please describe the relative responsibilities of the education unit and the Local Education Agency (LEA) in the major aspects of decision making with respect to in-service training. *For each area, please check the space which best describes the organization which has the primary responsibility for making decisions.*

AREA OF DECISION MAKING	Education Unit Has Major Responsibility	LEA Has Major Responsibility	Joint Responsibility	Not Done
Determining the Need for Training	☐	☐	☐	☐
Establishing Training Objectives	☐	☐	☐	☐
Designing the Training Programs	☐	☐	☐	☐
Selecting Participants	☐	☐	☐	☐
Evaluating Overall Program Results	☐	☐	☐	☐
Evaluating Teacher Performance in the Program	☐	☐	☐	☐
Revising the Program	☐	☐	☐	☐

3. Has the LEA become more prominent in decision-making with respect to inservice education in recent years?

☐ YES ☐ NO ☐ About the same

4. Does the education unit currently have arrangements to grant credit applicable to an academic degree or credit applicable to salary increases or promotion for any of the following types of activities? *Please check all that may apply, including the type of credit offered.*

A. *Credit applicable to an academic degree*

B. *In-service credit applicable to salary increases or promotion in the LEA*

A	B	ACTIVITIES
☐	☐	Inservice course work taken on the institution's campus
☐	☐	Inservice course work taken in local schools
☐	☐	Research activities conducted by teachers *(outside institutional courses in research)*
☐	☐	Profession-related travel by teachers
☐	☐	Independent professional reading by teachers
☐	☐	Other *(please specify)* ____________________

5. Please estimate future trends in this education unit's involvement in in-service training over the next three years. *Please check the space which best corresponds to your estimate of the expected percentage change in the number of persons trained.*

ESTIMATE OF
PERCENTAGE CHANGES IN NUMBER OF PERSONS TRAINED

Will Decrease by More than 20%	Will Decrease Between 5 and 20%	Plus or Minus 5%	Will Increase Between 5 and 20%	Will Increase More than 20%
☐	☐	☐	☐	☐

6. Does this education unit have formal affiliation with one or more Teacher Centers?

☐ YES ☐ NO

If you answered YES, please answer parts a and b. If you answered NO, please skip to Question 7.

a. Please describe the location and source of funding of the Teacher Center(s) with which you are affiliated. *Check all the spaces which may apply:*

	SOURCE OF FUNDING			
LOCATION	Education Unit	LEA	Federal o State Funding	Other
In facilities at this campus	☐	☐	☐	☐
In facilities operated by a LEA	☐	☐	☐	☐
Other *(please specify)* ____________ ____________	☐	☐	☐	☐

b. Who has, or shares in, formal responsibility for the governance of the Teacher Center? *Please check all that may apply:*

☐ The Education Unit ☐ The LEA
☐ Teacher's Professional Association ☐ Local Community People
☐ Others *(please specify)* ____

7. Does this education unit operate one or more laboratory schools? ( ) YES ( ) NO

If you answered YES, *please answer parts* a *and* b. *If you answered* NO, *please skip to* Section Five.

a. Please estimate the enrollment and faculty assignments in these laboratory school(s). *Please enter your best estimate of the current enrollment, FTE faculty assigned and the number of sites involved for each of the levels given below:*

LEVEL	**Number of Pupils Enrolled**	**FTE Faculty Assigned**	**Number of Sites**
Kindergarten/Preschool	______	______	______
Elementary	______	______	______
Secondary	______	______	______
Other *(please specify)* ____________ ______________________	______	______	______

b. Please describe the use of the laboratory schools in student teaching. *Please check the one alternative which best applies:*

( ) The laboratory school is used as a site for student teaching.

( ) The laboratory school is used for participation and/or observation, but not student teaching.

( ) The laboratory school is only used for special cases *(e.g., remedial training, for foreign students, etc.)* .

( ) The laboratory school is not used for student teaching participation and/or observation.

SECTION FIVE

SOURCES OF REVENUE

This section requests information about the sources of revenues available to the education unit and about their applications to teacher preparation. ***In completing this section, you may find it helpful to consult with your institution's fiscal officer.***

Portions of the information requested in this section may be obtained from your institution's submission to the ***Higher Education General Information Survey (HEGIS).*** **Because this is the first year of this survey we request that you obtain this information from your institution's HEGIS reports. In subsequent years data obtained by HEGIS will not be requested in this survey.**

ALL TERMINOLOGY USED IN THIS SECTION IS COMPATIBLE WITH THAT USED BY HEGIS

1. **On the following chart, please describe the revenues from various sources which are available to both the institution (this campus only) and to the education unit for the fiscal year ending in 1975.** ***The information requested in column 2 may be obtained from your institution's submission to*** **HEGIS** ***for fiscal year 1975; the appropriate references to the HEGIS document*** **(USOE form 2300-4 part A)** ***are given in column 1. At the level of the education unit (column 3), you may report estimates. In this case, please identify the estimates by placing a check in column 4. If any data are not available, please place a check in the appropriate space in column 5.***

SOURCES OF REVENUE		1 Reference to HEGIS form 2300-4 part A	2 Revenues Available to Entire Institution	3 Revenues Available to Education Unit	4 Check if Ed. Unit Data Is Estimated	5 Check if Ed. Unit Data Are Not Available
Tuition and Fees		Line 1	$			
Total Federal Appropriations		Line 2	$			
Total State Appropriations		Line 3	$			
Total Local Appropriations		Line 4	$			
Budgeted for the Education Unit				$	( )	( )
Government Grants & Contracts						
Federal	Restricted	Line 5	$	$	( )	( )
	Unrestricted	Line 6	$	$	( )	( )
State	Restricted	Line 7	$	$	( )	( )
	Unrestricted	Line 8	$	$	( )	( )
Local	Restricted	Line 9	$	$	( )	( )
	Unrestricted	Line 10	$	$	( )	( )
Private Gifts, Grants & Contracts	Restricted	Line 11	$	$	( )	( )
	Unrestricted	Line 12	$	$	( )	( )
Endowment Income	Restricted	Line 13	$	$	( )	( )
	Unrestricted	Line 14	$	$	( )	( )
Other		Lines 15 Thru 19	$	$	( )	( )
Total Current Funds		Line 20	$	$	( )	( )

2. Please describe the dollar amount budgeted or expended by the education unit for each of the following line-items in Fiscal Year 1975. *Please report only dollar amounts actually budgeted to or expended by the education unit; do not report estimates. If the education unit does not receive funds in any of these areas (e.g., if they are budgeted and spent at a different administrative level) please place a check in the right-most column. If none of this information is available please check the space below:*

None of this information is available ( )

LINE-ITEM EXPENDITURES	**Expenditures in FY 1974-1975**		***Check if Not Budgeted to the Education Unit***
Personnel Expenditures			
Faculty Salaries	$		( )
Personnel Other than Faculty (e.g., clerical)	$		( )
Fringe Benefits	$		( )
Subtotal Personnel Expenditures		$	
Other Instructional Expenditures			
Library, Computer and Institutional Support	$		( )
Building and Maintainence	$		( )
Supplies and Services (e.g., Consumable Surplus, Telephone)	$		( )
Non-Capital Equipment	$		( )
Subtotal Other Instructional Expenditures		$	
Other Expenditures			
Capital Outlays	$		( )
Financial Aid to Students	$		( )
Miscellaneous (e.g., Travel)	$		( )
Subtotal Other Expenditures		$	
Total Expenditures or Budget Received by the Education Unit in FY 1974-1975		$	

3. Please report the tuition that has been "typically" charged to students enrolled at this institution in undergraduate programs during the past three academic years. *Please report tuition charges that are applicable for day attendance during the academic year; give figures in even dollars.*

TUITION CHARGES			
Public Institutions	**AY 1973-1974**	**AY 1974-1975**	**AY 1975-1976**
In-State (or district)	$	$	$
Out-of-State (or district)	$	$	$
Private Institutions	$	$	$

4. Please describe the amount of restricted funds received by the education unit for the following specially designated purposes for fiscal year 1974-1975. *Please differentiate between funds received from the federal government and those received from all other sources (e.g., State, local and/or private). Report dollar figures accurate to the nearest hundred:*

SPECIALLY DESIGNATED PURPOSES	SOURCE OF FUNDS *Federal*	*Other*

SPECIAL EDUCATION

Student Aid	$	$
Research/Development	$	$
Training/Demonstration	$	$
Other or Multiple Uses	$	$

VOCATIONAL EDUCATION

Student Aid	$	$
Research/Development	$	$
Training/.	$	$
Other or Multiple Uses	$	$

BILINGUAL EDUCATION

Student Aid	$	$
Research/Development	$	$
Training/Demonstration	$	$
Other or Multiple Uses	$	$

EARLY CHILDHOOD EDUCATION

Student Aid	$	$
Research/Development	$	$
Training/Demonstration	$	$
Other or Multiple Uses	$	$

AMERICAN INDIAN/ALASKAN NATIVE EDUCATION

Student Aid	$	$
Research/Development	$	$
Training/Demonstration	$	$
Other or Multiple Uses	$	$

5. Did the total operating expenses or current expenses of the institution as a whole *(including instructional expenses, library, student services, plant operations, maintainence, administration, etc.)* exceed total current revenues for fiscal year 1974-1975 or for any of the preceeding three years?

( ) YES ( ) NO

If you answered YES, *please complete parts* a and b.

If you answered NO, *please skip to Question 6.*

5a. In the table below, please do the following: *Indicate the year(s) in which expenses exceeded revenues by placing a check in the appropriate space(s) in Column 1. Then report the approximate amount by which expenses exceeded revenues in the space provided in Column 2. In the amount reported in column 2 includes a major capital expenditure, place a check in the appropriate space(s) in column 3. You may find it helpful to consult with your institution's fiscal officer in responding to this question. Please report dollar figures accurate to the nearest thousand. If dollar amounts are not available, please check the space below.*

Dollar amounts are not available ☐

	1	2	3
FISCAL YEAR	*check if expenses exceeded revenues*	Amount expenses exceeded revenues	*check if column 2 includes capital outlays*
FY 1974-1975	☐	$	☐
FY 1973-1974	☐	$	☐
FY 1972-1973	☐	$	☐
FY 1971-1972	☐	$	☐

5b. What is (or has been) the general impact of this deficit on the operations of the education unit? *Please check all of the following which may apply:*

☐ no perceptible impact
☐ staffing has been reduced or stabilized
☐ enrollment has been reduced or stabilized
☐ enrollment has been increased
☐ the education unit will cease operations
☐ Other *(please specify)* ____

☐ capital expenditures have been deferred
☐ student aid has been reduced
☐ the undergraduate portion of the education unit will cease

6. This question applies ONLY to those institutions which have made a previous study of the costs per student or credits provided to students. This specifically includes all schools which are part of the WICHE/NCHEMS IEP System as well as other institutions which have made similar studies. *Please answer parts* a and b *ONLY if you have information that is readily available in the form requested.*

6a. For each of the following broad areas of undergraduate teacher preparation, *please provide data for FY 1974-1975 about the direct costs per student in column 1 and the full cost per student in column 2.*

BROAD AREAS OF UNDERGRADUATE TEACHER PREPARATION	1 Direct Costs per Student	2 Full Costs per Student
ELEMENTARY EDUCATION	$	$
SECONDARY EDUCATION	$	$
SPECIAL EDUCATION	$	$
SUBJECT MATTER SPECIALISTS	$	$
OCCUPATIONAL and VOCATIONAL	$	$
SCHOOL SUPPORT PERSONNEL	$	$

6b. Please report on undergraduate credit-hours generated by the institution as a whole to the recipients listed below. *Report the total number of credit hours provided by the institution in column 1. Report the total number of credit-hours provided by the education unit in column 2 and the percentage in column 3 (using column 1 as the base). Report the total number of credit-hours provided by all other units in column 4 and the percentage in column 5 (using column 1 as the base). Please report data for academic year 1974-1975. Please write "N.A." in any cell for which data is not available.*

RECIPIENTS		*total credit hours provided by the institution* 1		*credit- hours provided by the education unit* 2	3	*credit-hours provided by all other units* 4	5
TOTAL FOR UNDERGRADUATES			100%		%		%
Undergraduates Preparing to Be Teachers	Education Majors		100%		%		%
	Other Majors		100%		%		%
ALL OTHER UNDERGRADUATES			100%		%		%

Are these data based on information from the WICHE/NCHEMS IEP system?

( ) YES ( ) NO

SECTION SIX

DECISION MAKING

This section requests information about the processes used in decision making at your institution.

In addition to the definitions which were presented in Section One, please use these terms when responding to the questions in this section.

GOVERNING BOARD: A formally constituted group of individuals which has legal responsibility for the operation of this institution. This group may be known as the Board of Trustees, Board of Regents, Board of Visitors or Board of Overseers.

CHIEF ADMINISTRATIVE OFFICER TO THE EDUCATION UNIT: The person who has administrative responsibilities for all the operations of the education unit. At larger institutions, this is usually the dean. At smaller institutions, this might be a department or division chairperson.

SUBUNIT ADMINISTRATORS: At institutions in which the education unit is subdivided into administrative subunits, these persons would be those responsible for the functions of the subunits. At larger institutions, the school of education is usually divided into departments. In this case, the subunit administrators would be department chairpersons. At smaller institutions, there may be no subunit administrators.

Since this survey encompasses both the largest and smallest institutions, this terminology must be used instead of more common phrases.

1. What process is used to select the chief administrative officer for the education unit? *Please check the space which is most applicable:*

   ☐ The person is selected upon recommendation of a faculty committee
   ☐ The person is selected by the president of the institution without formal faculty involvement
   ☐ The person is selected by an administrative group with little faculty involvement
   ☐ Other means are used (*please describe them*):

2. What is the organizational line or responsibility of the chief administrative officer of the education unit? *Please check the space which is most applicable:*

   ☐ The person is directly responsible to the president of the institution
   ☐ The person is directly responsible to an academic dean or academic vice-president
   ☐ The person is directly responsible to a representative group of education unit faculty
   ☐ Other lines of responsibility exist (*please describe them*):

3. Below are five factors which are often considered in decisions about faculty hiring, retention, promotion and tenure. *At your institution* what do you believe is the relative importance of each factor in these decisions on faculty status? *Please assign ranks to each factor for each type of decision; use (1) to indicate "most important" through (5) to indicate "least important."*

	DECISION AREAS			
Prior Contribution or Reputation in:	**Hiring**	**Retention**	**Promotion**	**Tenure**
• Undergraduate Teaching	( )	( )	( )	( )
• Graduate Teaching	( )	( )	( )	( )
• Research and Scholarship	( )	( )	( )	( )
• Institutional Service/Community Work	( )	( )	( )	( )
• Outside Community Service	( )	( )	( )	( )

Are there any other factors that are extremely important at your institution? *Please describe them briefly:*

____

____

____

4. Please describe the policies governing faculty salaries in the education unit at your institution:

a. What method is used to determine base salaries? *Please check the space which best applies:*

( ) Salaries are based on a single salary schedule
( ) Salaries are based on a schedule which is supplemented by merit provisions
( ) Salaries are negotiated between individuals and administrators
( ) Salaries are negotiated by a collective bargaining unit that represents the faculty
( ) Other (*please describe*) ______________________________

____

b. What policies govern increments in salaries? *Please check the space which best applies:*

( ) Increments are granted annually on a uniform basis
( ) Increments are granted on the basis of merit ratings
( ) Increments are negotiated between individuals and administrators
( ) Other (*please describe*) ______________________________

____

5. What is the legal basis for faculty tenure at this institution? *Please check the space which best applies:*

( ) Faculty tenure is provided for in a state tenure law
( ) Faculty tenure is governed by the rules and regulations of this institution (*i.e., faculty statutes*)
( ) Faculty tenure is not provided at this institution

6. a. What are the organizational lines of responsibility with respect to the dismissal of nontenured faculty within the education unit? *Please check the alternative which best applies:*

- ( ) Nontenured faculty may be dismissed by an administrator OUTSIDE the education unit without consultation with other faculty
- ( ) Nontenured faculty may be dismissed by an administrator within the education unit without consultation with other faculty
- ( ) Dismissal of a nontenured faculty person requires a fixed percentage of votes of the tenured faculty
- ( ) Other lines of responsibility exist (*please describe them*) ______________________________

____

____

b. May nontenured faculty be dismissed without a formal hearing?

( ) YES ( ) NO

7. a. What policies govern faculty promotion at your institution? *Please check all that may apply:*

- ( ) Promotion is granted only after a specified minimum period of time in rank
- ( ) Promotion is granted independent of tenure
- ( ) Promotion is automatic with time served at a particular rank
- ( ) Promotion is based on a quota for each rank
- ( ) Promotion is determined on the basis of clearly specified criteria

b. Were the rules for faculty promotion set by collective bargaining?

( ) YES ( ) NO

8. How are personnel policies for faculty determined at this institution? *Please check the one alternative which best applies:*

- ( ) Policies are developed by the institution's governing board
- ( ) Policies are developed by the administration without much faculty participation
- ( ) Policies are developed by the faculty with little assistance from the administration
- ( ) Policies are developed cooperatively by the faculty, administration and governing board
- ( ) Policies are developed by an agency exterior to the institution
- ( ) Policies are developed by collective bargaining

9. How many years in advance are required before the following activities can be implemented? *Please write the number of years of advanced planning which are required in the space provided:*

ACTIVITIES	Number of Years of Advanced Planning Required
New professional studies courses	________ years
New clinical experiences	________ years
A new teacher preparation program	________ years
A new graduate program	________ years

10. Please give your estimate of the trends in undergraduate enrollment at this institution for the following areas of training. *Please check the space which best corresponds to your rating:*

	RATING OF TRENDS IN UNDERGRADUATE ENROLLMENT					
AREAS OF TRAINING	*Will Increase More Than 20%*	*+20% to +5%*	*About the Same*	*-5% to -20%*	*Will Decrease More Than 20%*	*Will Be Eliminated*
Elementary Education	( )	( )	( )	( )	( )	( )
Secondary Education	( )	( )	( )	( )	( )	( )
Special Education	( )	( )	( )	( )	( )	( )
Occupational/Vocational	( )	( )	( )	( )	( )	( )
Subject Matter Specialists	( )	( )	( )	( )	( )	( )
School Support Personnel	( )	( )	( )	( )	( )	( )
Bilingual Education	( )	( )	( )	( )	( )	( )
Early Childhood	( )	( )	( )	( )	( )	( )
Indian Education	( )	( )	( )	( )	( )	( )
Urban Education	( )	( )	( )	( )	( )	( )

(DETACH)

OPTIONAL WORK FORM

Name of Program **Person Responsible**

1. ______________________________ ______________________________
   ____
2. ______________________________ ______________________________
   ____
3. ______________________________ ______________________________
   ____
4. ______________________________ ______________________________
   ____
5. ______________________________ ______________________________
   ____
6. ______________________________ ______________________________
   ____
7. ______________________________ ______________________________
   ____
8. ______________________________ ______________________________
   ____

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OMB No. 51-S75068
Approval Expires: 12/76

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
EDUCATION DIVISION/NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

NATIONAL SURVEY OF THE PRESERVICE PREPARATION OF TEACHERS

QUESTIONNAIRE FOR INSTITUTIONS

PART II

QUESTIONNAIRE FOR INDIVIDUAL TEACHER PREPARATION PROGRAMS

SPONSORED BY THE
NATIONAL CENTER FOR EDUCATION STATISTICS

DEVELOPED BY:

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OE FORM 2386-2-1, 11/75

QUESTIONNAIRE FOR INDIVIDUAL TEACHER PREPARATION PROGRAMS

SECTION ONE

DESCRIPTION OF PROGRAM ORGANIZATIONAL STRUCTURE

This questionnaire is a very important part of your institution's submission in the National Survey of the Preservice Preparation of Education Personnel. Your dean or department chairman has already completed one portion of this form which provides basic overall information about this institution. This part requests that you provide detailed information about the distinct teacher preparation program for which you are responsible.

Since this is a national survey of all institutions which prepare teachers, the following definitions provide a common terminology for programs with a large variety of organizational structures. Please use these terms when responding to the questions in this section:

INSTITUTION: The entire complex of departments, professional schools and the like which are present on this campus. *The word "institution" DOES NOT refer to branch, extension, or regional campuses.*

EDUCATION UNIT: That organizational structure which is responsible for functions related to education, specifically including undergraduate teacher preparation, and often including research and development, graduate studies in education, and professional service. *The education unit often takes the form of a professional school or college, or an academic division or department.*

HEADCOUNT: The actual number of persons participating in a given activity.

LOWER DIVISION: Those students who have completed less than half the units required for graduation with a Bachelor's degree (usually freshmen and sophomores).

UPPER DIVISION: Those students who have completed more than half the units required for graduation with a Bachelor's degree (usually juniors and seniors).

SCHEDULED TEACHING: Activities involved in meeting publicly scheduled classes at regular times *(does not include out-of-class teaching, grading, preparation, etc.)*

EQUIVALENT TEACHING HOURS: One hour per week spent in scheduled teaching defines one equivalent teaching hour. *The institution may also establish equivalency formulae for converting activities other than instruction (i.e., research, service, advising) into equivalent teaching hours.*

FULL-TIME FACULTY LOAD: A statement of the number of equivalent teaching hours required by persons receiving full faculty pay, *as defined by the institution's rules and regulations.*

FULL-TIME EQUIVALENT FACULTY: For each individual, this is calculated by dividing the number of equivalent teaching hours for which the individual is responsible by the full-time faculty load. *For a group, the entire number of equivalent teaching hours carried by all members of the group divided by the full-time faculty load.*

NOTE: *ALL QUESTIONS REFER ONLY TO THE TEACHER PREPARATION PROGRAM FOR WHICH YOU ARE RESPONSIBLE.*

1. **Please record the name of the program in the space below:**

____

____

2. **For which of the following broad areas does this program offer training?** ***Please check all which may apply:***

( ) **Elementary Education:** including general elementary, early childhood, preschool and/or kindergarten. *If you checked this, please complete part a.*

( ) **Secondary Education:** including all subject specialists such as math, science, English, social studies, etc., and specialization in Junior High School or Middle School teaching. *If you checked this, please complete part b.*

( ) **Special Education:** including bilingual, bicultural, deaf, blind, speech correction, gifted and talented, mentally retarded, crippled and health impaired, learning disabilities and social and emotionally disturbed. *If you checked this, please complete part c.*

( ) **Occupational and Vocational:** including industrial arts, vocational and technical business, commerce, distributive education and the like. *If you checked this, please complete part d.*

( ) **Subject Matter Specialist:** including fine arts education (music, art, drama), physical education, and training aimed at producing specialists in reading, math, science, etc. *If you checked this, please complete part e.*

( ) **School Service:** including school psychology, health education, guidance counselors, librarians, and the like. *If you checked this, please complete part f.*

2a. If you have indicated that the program for which you are responsible offers preparation in **ELEMENTARY EDUCATION**, please provide information about enrollment and recent graduates of the program, *following the directions given above.*

SUBSPECIALTIES	ENROLLMENT AY 1975-1976				Number of Graduates AY 1974-1975
	Lower Division	*Juniors*	*Seniors*	*Fifth Year*	
General Elementary					
Early Childhood					
Preschool/Kindergarten					
Other Elementary *(please specify)*					
TOTALS					

2b. If you have indicated that the program for which you are responsible offers preparation in **SECONDARY EDUCATION**, please provide information about enrollment and recent graduates of the program, *following the directions given above.*

SUBSPECIALTIES	ENROLLMENT AY 1975-1976				Number of Graduates AY 1974-1975
	Lower Division	*Juniors*	*Seniors*	*Fifth Year*	
Agricultural Education					
Biological Sciences Education					
English Education					
Foreign Language Education					
Home Economics Education					
Junior High & Middle School					
Mathematics Education					
Physical Sciences Education					
Social Studies Education					
General Secondary					
Other Secondary *(please specify)*					
TOTALS					

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2c. If you have indicated that the program for which are you are responsible offers preparation in **SPECIAL EDUCATION**, please provide information about enrollment and recent graduates of the program. *following the directions given above.*

SUBSPECIALTIES	ENROLLMENT AY 1975-1976				Number of Graduates AY 1974-1975
	Lower Division	*Juniors*	*Seniors*	*Fifth Year*	
Bilingual and Bicultural					
Crippled and Health Impaired					
Deaf					
Gifted and Talented					
Blind/Visually Impaired					
Learning Disabilities					
Mentally Retarded					
Socially and Emotionally Disturbed					
Speech Correction					
Other Special Education *(please specify)*					
TOTALS					

2.d If you have indicated that the program for which you are responsible offers preparation in **OCCUPATIONAL AND VOCATIONAL EDUCATION**, please provide information about enrollment and recent graduates of the program. *following the directions given above.*

SUBSPECIALTIES	ENROLLMENT AY 1975-1976				Number of Graduates AY 1974-1975
	Lower Division	*Juniors*	*Seniors*	*Fifth Year*	
Business, Commerce, and Distributive Ed.					
Industrial Arts					
Vocational & Technical					
Other O & V *(please specify)*					
TOTALS					

2e. If you have indicated that the program for which you are responsible offers preparation for **SUBJECT MATTER SPECIALISTS**, please provide information about enrollment and recent graduates of the program, *following the directions given above.*

	ENROLLMENT AY 1975-1976				Number of Graduates AY 1974 1975
SUBSPECIALTIES	*Lower Division*	*Juniors*	*Seniors*	*Fifth Year*	
Fine Arts Education 1/					
Physical Education 2/					
Reading Specialist, *general*					
Reading Specialist, *emphasis on remediation*					
Mathematics Specialist, *general*					
Mathematics Specialist, *emphasis on remediation*					
Specialists in Other Subject Areas					
Urban or Rural Specialists					
Driving and Safety Education					
Health Education					
Others *(please specify)*					
TOTALS					

2f. If you have indicated that the program for which you are responsible offers preparation for **SCHOOL SERVICE ROLES**, please provide information about enrollment and recent graduates of the program, *following the directions given above.*

	ENROLLMENT AY 1975-1976				Number of Graduates AY 1974-1975
SUBSPECIALTIES	*Lower Division*	*Juniors*	*Seniors*	*Fifth Year*	
Administration & Supervision					
Educational Information Services					
Guidance Counselor					
School Psychologist					
Others *(please specify)*					
TOTALS					

1/ Includes art, music, drama at all grade levels

2/ At all grade levels

3. What means are used to determine the size *(i.e., maximum enrollment)* of this program? *Please check as many of the following as apply:*

- ( ) Studies of children *(as future pupils of this program's trainees)* to determine their numbers, distribution and specific learning needs
- ( ) Consultation with the state education agency
- ( ) Consultation with, or surveys of, local education agencies
- ( ) Surveys of employment rates of recent graduates
- ( ) The size of this program is mandated by public authority higher than the institution (e.g., state education agency or state legislature)
- ( ) Size of program is directly a function of funds currently available
- ( ) Size of program is directly a function of student decisions to enter the program
- ( ) Other *(please specify)* ______________________________

____

4. In the following list, you will find a list of basic philosophies of schools and schooling which have been espoused by a variety of educators. *Please give a rating of your perceptions of the orientation of this teacher preparation program to each of these philosophies using the following scale.*

A. The program is basically opposed to this
B. The program has not been influenced by this
C. The program basically supports this

A	B	C	
( )	( )	( )	Curricula should be organized around the major social issues of our time; pupils should be taught ways of analyzing issues, encouraged to take stances, and taught the skills of social action.
( )	( )	( )	It is essential for pupils to master the basic skills of reading and mathematics. These skills should be taught systematically and stressed, especially in the early years.
( )	( )	( )	The aim of instruction is to help pupils improve their general problem-solving skills including the ability to think more creatively and flexibly and the capacity to teach themselves.
( )	( )	( )	Curriculum and instruction should be based on developmental psychology, with an aim to the improvement of cognitive functioning.
( )	( )	( )	Each academic discipline has its own approach or mode of inquiry. The methodology of a biolgist is different from the methodology of a psychologist or physicist. Schools should teach pupils how scholars operate—how they create new knowledge and carry out research and investigation. Pupils should actually "practice the discipline" as the scholars do.
( )	( )	( )	A primary aim of schooling should be the development of multicultural understanding, attitudes and perspectives. This aim should be reflected in the orientation and emphasis of the curriculum as well as the composition of the school.
( )	( )	( )	The curriculum should provide pupils with a background of factual information on important topics. This approach provides a broad overview of many fields and gives the pupils a storehouse of information which they can use in later years of deeper academic study.
( )	( )	( )	A teacher's job is to help pupils become aware of themselves as people, to understand the meaning of their feelings and actions and become aware of their values. Learning activities and teaching strategies which focus on the person as content should be emphasized.

5. How would you rate this program on the relative importance of academic coursework and clinical experiences? *Please check the space which best represents your rating:*

( )	( )	( )	( )	( )
clinical experiences most important		both are equally important		academic coursework most important

6. Does this teacher program have a written statement of *learning objectives or competencies* to be attained by individuals in the fulfillment of professional teaching responsibilities? *Please check the one alternative which best applies:*

( ) Such a statement has been adopted by this program
( ) Such a statement exists but has not been given formal approval
( ) The process for the development of such a statement has begun
( ) There is no formal statement of competencies or learning objectives for our trainees. *If you checked this answer, please skip to Question 8.*

7. Which one of the following provides the closest description of the definition of "learning objective" or "competency" as adopted by this program? *Please check only one.*

( ) Definition A: Competency statements describe learner outcomes to be expected from the performance of profession-related functions *(e.g., pupils of our teacher trainees will ask content-related questions).*

( ) Definition B: Competency statements describe profession-related skills to be possessed by the trainee *(e.g., trainee can administer, score and interpret reading readiness tests of pupils).*

( ) Definition C: Competency statements describe knowledge that is related to professional functions *(e.g., trainee can compare and contrast major learning theories).*

( ) None of these *(please elaborate)* ____

____

8. Below are listed three ways of characterizing the unit of instruction and reporting of student progress. *Please check the one which best describes this program at present and your plans for the future (up to 3 years from now).*

Current Situation	**Plans for Future**	
( )	( )	The unit of instruction and reporting is the competency or learning objective. *There is at least one distinct learning opportunity or module which is focused on the development of each competency.*
( )	( )	The unit of instruction and reporting is the course, *but a document exists which relates competency or learning objective attainment to the completion of units within courses.*
( )	( )	The unit of instruction and reporting is the course, *and the attainment of individual competencies or objectives is not assessed.*

9. Are the beginning skills or performance levels of students entering the program assessed or diagnosed?

( ) YES ( ) NO

If you answered YES, *please complete Question* 10.
If you answered NO, *please skip to Question* 11.

10. What methods are used to conduct this initial diagnosis or assessment? *Please check as many as may apply:*

( ) Testing of all entering students
( ) Testing of a sample of entering students
( ) Observation of students
( ) Recommendations or reports of others
( ) Student self-appraisal
( ) Others *(please specify)* ____

____

11. Please describe the current methods which are used to formally evaluate students *(e.g., entries on transcript or permanent record). Please check the dominant current method used to evaluate the performance of students in professional studies and clinical experiences.*

METHODS OF EVALUATION	Professional Studies	Clinical Experiences
Evaluation is done by the instructor based on exams, papers and the like within the course.	( )	( )
Evaluation is done by a committee who review their observations of the trainees.	( )	( )
Evaluation is done on the basis of criterion-referenced tests keyed to individual statements of competency.	( )	( )
Evaluation is done on the basis of in-classroom student teacher performance relative to behaviorally stated standards	( )	( )
Evaluation is made on the basis of changes in pupil behavior in classes taught by the trainee.	( )	( )

12. What modifications have been made to this program during the last year? *Please check all that apply:*

( ) This program is substantially the same as it was last year
( ) Admission requirements have been changed
( ) Courses have been added
( ) Courses have been dropped
( ) Courses have been modified
( ) Clinical experiences have been added
( ) Clinical experiences have been dropped
( ) Clinical experiences have been modified
( ) The method of assessing and evaluating individual trainee performance has been changed
( ) Methods of evaluating the overall program have been changed
( ) Faculty assignments have changed
( ) Graduation requirements have changed
( ) Sequence of program activities (courses, clinical experiences, modules, etc.) have changed

13. Is this teacher preparation program linked in any way with a formally organized research and development (R&D) capability? ( ) YES ( ) NO

If you answered YES, *please answer Questions* 14 *and* 15.
If you answered NO, *please skip to Question* 16.

14. Please describe the R&D capability to which this program is linked. *Please check all that apply:*

( ) Department within this institution
( ) Independent center affiliated with this institution
( ) A department or center at another institution
( ) One of the NIE regional laboratories
( ) A private firm
( ) In-house capability that is part of this program, not a separate organizational unit
( ) Other *(please specify)* ____________________

15. Please describe the current and planned *(within the next three years)* relationship between the teacher preparation program and the R&D capabilities described in Question 14. *Please check all that apply:*

ROLE OF R&D CAPABILITY	Current Situation	Plans for Next 3 Years
The R& D capability has no direct organizational mission with respect to teacher preparation.	( )	( )
The R&D capability is responsible for developing training strategies and methods for use at this institution.	( )	( )
The R&D capability is responsible for assessing the effectiveness of the training program as of validating assessments made by others.	( )	( )
The R&D capability is responsible for developing or validating competency statements.	( )	( )
The R&D capability is responsible for developing techniques for evaluating the progress of trainees.	( )	( )
The R&D capability is responsible for maintaining a data bank with respect to the teacher preparation program.	( )	( )

16. At what point in time are persons admitted to this particular program? *Please check the space which best applies.*

( ) Freshmen
( ) Sophomore
( ) Other *(please describe)* ____________
____

( ) Junior
( ) Senior
( ) Fifth Year

17. Are students admitted to this program through a formal selection process?

( ) YES ( ) NO

If you answered YES, *please answer questions* 18 *and* 19.
If you answered NO, *please skip to* Section Two.

18. What factors are considered in the process of fomally admitting students to this particular teacher preparation program? *Please check all factors which are considered and then identify the three most important. Use "1" to indicate "most important", "2" to indicate "next most important", and "3" to indicate "third most important."*

FACTORS	Considered	Rank
College GPA	( )	______
Standardized exam	( )	______
Recommendations	( )	______
Personality assessment	( )	______
Experience with children	( )	______
Autobiographical statement	( )	______
Loyalty oath	( )	______
English proficiency	( )	______
Speech proficiency	( )	______
High school grades	( )	______
Personal interview	( )	______
Other *(please specify)* ____________________	( )	______

____

19. Which of the following persons are involved in formulating admissions policy for this program? *Please indicate the presence of members of each group by checking the appropriate space:*

GROUPS	**Involved in Formulating Admissions Policy**
Arts and Sciences Faculty	☐
Education Unit Administration	☐
Education Unit Faculty outside this Program	☐
Head of this Program	☐
Education Unit Faculty Assigned to this Program	☐
Director of Student Teaching	☐
Local Education Agency Representatives	☐
Community Representatives	☐
Student Representatives	☐
Others *(please specify)* ______________________	☐

SECTION TWO

DESCRIPTION OF THE CURRICULUM

This section requests information about the courses, methods of instruction and experiences to which students in the program are exposed. This information is essential to one of this survey effort's major objectives: that of developing a nationwide picture of the diversity of options currently available in teacher preparation. *Please use the following definitions:*

GENERAL STUDIES: Courses offered outside the school, college or department of education, which are often known as "Arts and Sciences courses," "Liberal Arts work," and others.

PROFESSIONAL STUDIES: Courses offered by the school, college or department of education as part of the professional preparation of teachers. These are often known as "education requirements" and often include such courses as Educational Psychology, Foundations of Education, Methods of Instruction and the like.

CLINICAL AND PRACTICAL EXPERIENCES: Those experiences which require the student to assume all or some of the teaching role. The term covers a wide spectrum of activities ranging from classroom observation to "student teaching" to full-time intern teaching.

1. **Please** describe the **CREDIT-HOUR REQUIREMENTS** that are set by the program for which you are **responsible.** Please provide information about requirements in *General Studies, Professional Studies,* and *Clinical/Practical Experiences. Please indicate current (i.e., AY 1975-1976) requirements and those planned to take effect within the next three years.*

AREAS OF STUDY	CREDIT-HOUR REQUIREMENTS	
	Current	*Planned for Next 3 Years*
GENERAL STUDIES		
PROFESSIONAL STUDIES		
CLINICAL/PRACTICAL EXPERIENCES		

2. **Please provide a description of the academic coursework required in the GENERAL STUDIES by the program for which you are responsible.** *Please indicate the total number of credit-hours which are currently (i.e., AY 1975-1976) required in the following major areas.*

AREAS	Credit-Hrs. Required
English Composition	
English Literature	
Fine Arts	
Mathematics	
Physical Sciences	
Biological Sciences	
Natural Sciences	

AREAS	Credit-Hrs. Required
Psychology	
History	
Other Social Sciences	
Philosophy	
Foreign Language	
Business	
Other *(please specify)*	

3. Please provide a description of the academic coursework required in **PROFESSIONAL STUDIES** by the program for which you are responsible. *Please indicate the total number of credit-hours which are currently (i.e., AY 1975-1976) required in each of the following course-areas. Please also do the following:*

- *indicate those courses which are taught by faculty formally assigned to this program*
- *indicate those courses which are primarily limited to students in this program*
- *for those courses which are required, indicate the predominant mode of instruction used as the course is generally offered.*

MODE OF INSTRUCTION

A. Large lecture or mass media presentation *(class of more than 30)*
B. Small lecture *(class of 30 or less)*
C. Seminar
D. Individual study/tutorial/supervised readings
E. Other

A	B	C	D	E	COURSE-AREAS	Credit-Hrs. Required	*Taught by faculty from this program*	*Limited to students from this program*
( )	( )	( )	( )	( )	Intro. to Education		( )	( )
( )	( )	( )	( )	( )	Educ. or Dev. Psychology		( )	( )
( )	( )	( )	( )	( )	Soc./Hist./Phil. Foundations		( )	( )
( )	( )	( )	( )	( )	Curriculum or Ed. Problems		( )	( )
( )	( )	( )	( )	( )	General Methods		( )	( )
( )	( )	( )	( )	( )	Reading, Teaching of		( )	( )
( )	( )	( )	( )	( )	Language Arts, Teaching of		( )	( )
( )	( )	( )	( )	( )	Arithmetic, Teaching of		( )	( )
( )	( )	( )	( )	( )	Social Studies, Teaching of		( )	( )
( )	( )	( )	( )	( )	Science, Teaching of		( )	( )
( )	( )	( )	( )	( )	Fine Arts, Teaching of		( )	( )
( )	( )	( )	( )	( )	Health and Physical Ed.		( )	( )
( )	( )	( )	( )	( )	Children's Literature		( )	( )
( )	( )	( )	( )	( )	Speech for Teachers		( )	( )
( )	( )	( )	( )	( )	Handwriting		( )	( )
( )	( )	( )	( )	( )	Media and Communications		( )	( )
( )	( )	( )	( )	( )	Testing & Measurement		( )	( )
( )	( )	( )	( )	( )	Food and Nutrition		( )	( )
( )	( )	( )	( )	( )	Elementary Curriculum		( )	( )
( )	( )	( )	( )	( )	Secondary Curriculum		( )	( )
( )	( )	( )	( )	( )	Special Education		( )	( )
					Others *(please specify)*			
( )	( )	( )	( )	( )			( )	( )
( )	( )	( )	( )	( )			( )	( )
( )	( )	( )	( )	( )			( )	( )
( )	( )	( )	( )	( )			( )	( )
( )	( )	( )	( )	( )			( )	( )
( )	( )	( )	( )	( )			( )	( )

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4. Please provide a description of the **CLINICAL/PRACTICAL EXPERIENCES** required by the program for which you are responsible. *Please use the following definitions when responding:*

UNSUPERVISED CONTACT: A field experience in which the student is expected to spend a certain period of time or accumulate a certain number of hours in contact with children in a kind of setting (possibly specified, possibly not).

STRUCTURED OBSERVATION: A field experience in which the student observes children and/or a process of schooling. He is supervised either by personnel or through assignments (e.g., to make a case study).

OBSERVATION AND PARTICIPATION: The above emphasis is combined with informal participation as a teacher's aide or co-worker. Emphasis is on experiencing rather than on performing as a teacher.

INTERNSHIP TEACHING: A field experience in which the student is the teacher of record, either alone or as a member of a team.

SUPERVISED PRACTICE *(or SUPERVISED PRACTICE TEACHING):* A period of experience in a school which lasts from six weeks to a semester in which a college student assumes increasing responsibility for directing the learning of a group (or groups) of pupils. It may be taken under the direction of a single teacher, a team of two, a larger team or other differentiated staffing. *This is commonly known as "student teaching."*

Please indicate the year *(i.e., freshman, sophomore, etc.)* in which the experience takes place by entering both the total duration of the experience in weeks and the intensity of the experience in hours per week.

	Freshman		Sophomore		Junior		Senior		Fifth Year	
TYPE OF EXPERIENCE	No. Wks.	Hrs/ Wk	No. Wks.	Hrs/ Wk.	No. Wks.	Hrs/ Wk.	No. Wks.	Hrs/ Wk.	No. Wks.	Hrs/ Wk.
Unsupervised Contact										
Structured Observation										
Observation and Participation										
Supervised Practice Teaching										
Internship										
Other *(please describe below)*										

If you have indicated that you have "OTHER" types of clinical/practical experiences, please provide a brief description of them:

5. Please describe the schools in which the supervised practice of teaching experience takes place:

a. Please give an analysis of the sites to which students are assigned by level and control:

	Number of Public Schools	Number Private Schools	Number of Laboratory Schools
Elementary	______	______	______
Secondary	______	______	______
		TOTAL NUMBER OF SITES	______

b. How many of these sites qualified for funds under Title I, ESEA or an equivalent state compensatory program? *Please give an analysis by level and location.*

	Urban	Rural
Elementary	_____	_____
Secondary	_____	_____

6a. Can students elect to work with minority pupils (e.g., Black, Hispanic, Asian, Native American) in their supervised teaching experience?

( ) YES ( ) NO

b. Are students required to work with such pupils in some portion of their clinical/practical experiences?

( ) YES ( ) NO

7. The supervised practice teaching experience generally involves a cooperating teacher and a college supervisor, defined as follows:

COOPERATING TEACHER: A certified teacher who has day-to-day responsbility for providing supervision and guidance to the student teacher.

COLLEGE SUPERVISOR: A college faculty person who has general responsibility for the student during the period of student teaching. This responsibility may include periodic on-site visits to the student.

a. How many full-time and part-time persons are assigned to the role of college supervisor during the current academic year (i.e., AY 1975-1976)?

Number of full-time persons *(headcount)* __________

Number of part-time persons *(headcount)* __________

b. Please report the total FTE faculty assigned to supervision during the current academic year (i.e., AY 1975-1976).

____

c. Please give the number of persons serving as cooperating teachers during the current academic year (i.e., AY 1975-1976). *Please report headcounts.*

____

8. What is the average number of students assigned to each full-time supervisor? *(If part-time persons are employed in this role, please report the equivalent of a full-time person)*

____

9. On the average, how many visits are made by the supervisor to the site of the individual student's supervised practice? *Please report the average number of visits during the entire period of supervised practice and the average duration of each visit.*

__________ visits of __________ hours each, on the average

10. Please estimate the relative percentages of time which are spent by the "typical" or "average" student in your program during the period of supervised practice teaching. *Your estimates should total to 100%.*

Tutoring	__________%
Preparation of classroom materials	__________%
Grading and administrative work	__________%
Observation of teaching	__________%
Co-participation in teaching	__________%
Solo teaching of large groups or an entire class	__________%
One-to-one work with a teacher	__________%
Other *(please specify)* __________________	__________%
____________________________	__________%
TOTAL	100%

11. What is the basis for the evaluation of the supervised practice teaching experience? *Please check all of the following which were involved and indicate the approximate percentage which they contributed to the overall grade in student teaching:*

	Involved in Evaluation	Percentage Contribution to Grade
Ratings by Cooperating Teacher	( )	________%
Ratings by College Supervisor	( )	________%
Ratings by Building Principal	( )	________%
Self-Evaluation	( )	________%
Written Tests	( )	________%
Demonstration of Pupils	( )	________%
Performance of Pupils	( )	________%
Others *(please specify)* __________________	( )	________%
____________________________		________%
TOTAL		100%

Please indicate the three most important factors on the list below, using "1" to indicate "most important", "2" to indicate "second most important", and "3" to indicate "third most important."

Subject matter competency ____________

Possession of specific skills deemed important to this program ____________

General knowledge of teaching methodology ____________

Human relations skills ____________

Masters degree ____________

Experience in teaching ____________

Willingness to supervise students ____________

Having taken a course in supervision ____________

Certificate for this type of work ____________

Others *(please specify)* ______________________________

______________________________ ____________

13. What incentives and/or support services are provided to schools and school personnel for participation in the supervised practice experience? *Please check all that apply; supply dollar figures where requested.*

a. Incentives

( ) No concrete incentives provided
( ) Cash payments to:
  ( ) School system/school building $__________ per student teacher
  ( ) Cooperating teacher $__________ per student teacher
( ) In-Kind considerations
  ( ) Library or computer privileges
  ( ) Tuition remission
  ( ) Tickets to concerts, athletic events, etc.
  ( ) Faculty status
  ( ) Certificates
  ( ) Other *(please describe)* ______________________________

b. Support Services

( ) School system receives planning and program development assistance
( ) Cooperating teacher receives inservice training
( ) Media and/or materials are provided to the LEA or cooperating teacher
( ) College supervisor provides one-to-one consultation and assistance to the cooperating teacher
( ) Other *(please describe)* ______________________________

14. What is the approximate percentage of students who fail in their first supervised practice teaching assignment?

__________%

15. Please rate the extent to which each of the following are causes of failure in the supervised practice teaching experience. *Please check the space which best corresponds to your rating:*

	Rarely the Cause of Failure	Sometimes the Cause of Failure	Frequently the Cause of Failure	Don't Know
Inability to control students	( )	( )	( )	( )
Inability to get along with other teachers	( )	( )	( )	( )
Unwillingness to work	( )	( )	( )	( )
Poor subject matter background	( )	( )	( )	( )
Poor knowledge of teaching methodology	( )	( )	( )	( )
Personal/emotional problems	( )	( )	( )	( )
Others *(please describe)* ____________ ______________________	( )	( )	( )	( )

16. Does this program provide career counseling to undergraduates over and above that which is provided by the institution or the education unit?

( ) YES   ( ) NO

If you answered YES, *please check the alternative which best describes these activities:*

( ) Formal faculty role in counseling
( ) Seminars or group meetings
( ) Bulletin board or job file
( ) Mailings to students
( ) Other *(please specify)* ______________________________
____

17. The labor market behavior of students who have trained as teachers is of interest to a large number of agencies and organizations. Based on your position and your experience with teacher preparation candidates, what percentage of persons who enter programs leading to certification as a teacher reach the following stages? *Please estimate these percentages as follows:*

Of 100 persons admitted to teacher preparation at this institution:

________ will successfully complete a student teaching experience

________ will graduate

________ will receive initial certification or licensure

________ will actively seek employment as a teacher

________ will obtain a job in the public schools

________ will remain in the teaching profession for more than 3 years

( ) I cannot make an estimate

THIS IS THE END
OF THE QUESTIONNAIRE

**Please return this form to
your Dean or Department Chairman**

Thank you very much for participating in this survey

OMB No. 51-S75068
Approval Expires: 12/76

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
EDUCATION DIVISION/NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

NATIONAL SURVEY OF THE PRESERVICE PREPARATION OF TEACHERS

QUESTIONNAIRE FOR FACULTY
1975

SPONSORED BY THE
NATIONAL CENTER FOR EDUCATION STATISTICS

DEVELOPED BY:

Dr. Bruce R. Joyce, *Stanford Center for Research and Development in Teaching*
Dr. Frank Morra, Jr., *University of Virginia and Stanford University*
Mr. Vello A. Kuuskraa, *Lewin and Associates, Inc. Washington, D. C.*

PLEASE NOTE:

The information contained in this questionnaire will be held in strictest confidence, in compliance with Federal laws which guarantee your right to privacy. Please do not place your name anywhere on this form. Under these safeguards, we request that you answer these questions with complete candor. Thank you for participating in this survey project.

OE FORM 2386-1, 11/75

NATIONAL SURVEY OF THE PRESERVICE PREPARATION OF TEACHERS

Thank you for participating in this survey. Here are the answers to several questions which were frequently asked in our pilot tests:

What is the purpose of this survey?

The National Center for Educational Statistics has commissioned a survey to determine the present state of preservice teacher education and the forces which are impinging on it both to change it and to keep it as it is.

The results will be presented to Congress, officials of the U.S. Office of Education, state education agencies, and higher education institutions to facilitate planning in teacher education.

Who is responsible for conducting this survey?

The survey is being conducted by Lewin & Associates, Inc. of Washington, D. C. and the Stanford Center for Research and Development in Teaching.

Vello Kuuskraa of Lewin & Associates, Inc. and Frank Morra of the University of Virginia and Stanford, and Bruce Joyce of Stanford are directing the project.

Who will be the respondents for this survey?

Personnel in more than 240 institutions of higher education are being involved in the project. Questionnaires are being sent to the administrators of those institutions and to small numbers of randomly selected faculty members and students in each college.

You are one of these. We ask your cooperation in taking the half hour or so which will be needed to complete the Questionnaire for Faculty. The items are designed to provide information about the kinds of programs presently being used to prepare teachers, manpower utilization in teacher education, decision making in various areas and the characteristics and motivations of faculty and students.

Your rights to privacy:

We, as survey researchers, are bound by federal law to remind you of your right to privacy:

- Participation in this survey is voluntary
- You may skip any item which you may find offensive
- Do not place your name on this form

Although a large number of institutions are being surveyed, the number of faculty and students from each is small and thus full response from each person will greatly strengthen the survey findings.

Thank you very much for taking your time to participate in this effort.

SECTION ONE

BASIC INFORMATION

This section requests basic information about you. Many of the questions (taken directly from previous surveys) are asked to establish trends in the composition of the faculty in American universities.

1. What is your sex? ( ) MALE ( ) FEMALE

2. When were you born?

( ) Before 1910
( ) 1910-1914
( ) 1915-1920
( ) 1921-1925
( ) 1926-1930
( ) 1931-1935
( ) 1936-1940
( ) 1941-1945
( ) 1945-1950
( ) 1950-1955
( ) After 1955

3. a. How do you describe yourself? *Please check the one space which is most appropriate:*

( ) Black/Negro
( ) Caucasian
( ) Hispanic
( ) Asian, Oriental or Pacific Islander
( ) American Indian or Alaskan Native
( ) Other (please specify)________________

b. Are you a citizen of the United States? ( ) YES ( ) NO

4. Do you speak any languages other than English? ( ) YES ( ) NO

If you answered NO, *please skip to 5. If you answered* YES, *please select those languages which you speak from the list below and rate your ability by using the following scale; check one space which best describes your ability to use the language in teaching.*

A. I could teach subject areas such as math, science, social studies, etc. in this language.
B. I could teach grammar, composition, literature and the like to native speakers of this language.
C. I could teach it as a foreign language.
D. I can only use it in non-teaching situations.

A	B	C	D	LANGUAGES	E	F	G	H	I
( )	( )	( )	( )	Chinese	( )	( )	( )	( )	( )
( )	( )	( )	( )	French	( )	( )	( )	( )	( )
( )	( )	( )	( )	Italian	( )	( )	( )	( )	( )
( )	( )	( )	( )	Navajo	( )	( )	( )	( )	( )
( )	( )	( )	( )	Spanish	( )	( )	( )	( )	( )
( )	( )	( )	( )	Japanese	( )	( )	( )	( )	( )
( )	( )	( )	( )	Other (specify) ________	( )	( )	( )	( )	( )

Now, please go back and check the space which best describes the situation in which you learned this language.

E. It is my native language
F. I studied it in school in this country
G. I studied it in school in a country where it is spoken
H. I learned it while residing in a country where it is spoken
I. Other (please specify)________________

5. Where was your high school located? *Please check one alternative which best applies:*

- ☐ City over 1,000,000 population
- ☐ Suburb of a city of over 1,000,000 population
- ☐ City of between 500,000 and 1,000,000 population or its immediate suburb
- ☐ City of between 100,000 and 500,000 population or its immediate suburb
- ☐ City of less than 100,000 population or its immediate suburb
- ☐ Rural
- ☐ Foreign country

6. What degrees do you hold? *Please check all that apply:*

- ☐ B.A. or B.S.
- ☐ B.Ed.
- ☐ M.A. or M.S.
- ☐ M.A.T.
- ☐ M.Ed.
- ☐ Ph.D.
- ☐ Ed.D.
- ☐ Other professional degree (M.D., J.D., etc.)
  Please specify ____________________

  ____

7. If you have ever worked as a professional at the elementary or secondary school level, please give the number of years to the nearest whole year *in each of the following roles:*

- ☐ I have not worked in elementary or secondary schools full-time.

ROLES	NUMBER OF YEARS
Preschool/Early Childhood/Kindergarten teacher	
Elementary teacher	
Secondary teacher	
Subject matter specialist	
Special Education teacher	
Occupational and Vocational teacher	
School Support Service	
Principal	
Superintendent	
Other Administration	
Other (please specify) ____________________	

8. What is your current academic rank? *Please check one:*

- ☐ Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☐ Instructor/Lecturer
- ☐ Other (please describe) ____________________

  ____

9. Do you have tenure? ☐ YES ☐ NO

10. How long have you been employed at your current institution? *Please check one:*

- ☐ Less than 1 year
- ☐ Between 1 and 3 years
- ☐ Between 3 and 6 years
- ☐ Between 6 and 10 years
- ☐ Between 11 and 20 years
- ☐ Over 20 years

11. Overall, how long have you been a college faculty member? *Please check one:*

- ☐ Less than 1 year
- ☐ Between 1 and 3 years
- ☐ Between 3 and 6 years
- ☐ Between 6 and 10 years
- ☐ Between 11 and 20 years
- ☐ Over 20 years

SECTION TWO

FACULTY DUTIES

This section requests information about your current duties and activities as a faculty member, and in particular, those in the area of teacher preparation.

Please refer to the following definitions as needed.

INSTITUTION: The entire complex of departments, professional schools which are present on this campus. The word "institution" does not refer to parent, branch, extension or regional units not located on this campus.

EDUCATION UNIT: The organizational structure which is responsible for functions related to the education of children. These functions may include: teacher preparation, research and development, graduate studies in education and/or professional service. The education unit may be organized as: a professional school or college, or an academic division, or an academic department.

GENERAL STUDIES: Courses offered outside the school, college or department of education, which are often known as "Arts and Sciences courses," "Liberal Arts work," and others.

PROFESSIONAL STUDIES: Courses offered by the school, college or department of education as part of the professional preparation of teachers. These are often known as "education requirements" and often include such courses as Educational Psychology, Foundations of Education, Methods of Instruction and the like.

CLINICAL AND PRACTICAL EXPERIENCES: Those experiences which require the student to assume all or some parts of the teaching role. The term covers a wide spectrum of activities ranging from classroom observation to "student teaching" to full-time intern teaching.

SUPERVISED PRACTICE TEACHING *(also known as "student teaching")* is a period of apprenticeship which lasts for several weeks in which a college student assumes increasing responsibility for directing the learning of a group (or groups) of pupils. It may be taken under the direction of a single teacher, a team of two, a larger team or other differentiated staffing.

1. Which of the following best describes your appointment? *Please check one:*

☐ Full-time appointment within the Education Unit
☐ Full-time joint appointment between the Education Unit and another unit
☐ Full-time appointment outside the Education Unit
☐ Part-time appointment
☐ Other (please describe) ______________________________

2. Please check the space which best describes the department or division of your appointment:

☐ Special Education
☐ Elementary Education
☐ Secondary Education
☐ Higher Education
☐ School Psychology
☐ Foundations of Education
☐ Administration and Supervision
☐ Educational Psychology
☐ Cirriculum and Instruction
☐ Education Research and Evaluation
☐ Early Childhood
☐ Other (please specify) ______________
____

3. What are your contractual responsibilities for the current term (semester or quarter)? *Please report the percentage of your time which you have contracted for each of the following activities; the figures should total to 100%.*

ACTIVITIES	Percentage of Time
Teaching undergraduate General Studies courses	______%
Teaching undergraduate Professional Studies courses	______%
Teaching graduate courses in Education	______%
Teaching graduate courses in other areas	______%
Supervising Clinical Experiences	______%
Service on thesis or doctoral committees	______%
Career Counseling of students	______%
Research and/or Development	______%
Administration	______%
Institutional Committee and Service Work	______%
Community Service	______%
Inservice Training of Teachers other than graduate courses	______%
Other (please specify) ______________________	
______________________	______%
TOTAL	100%

4. Do you teach any undergraduate professional studies courses? ( ) YES ( ) NO
If you answered YES, *please complete parts* a *through* d. *If you answered* NO, *please skip to Question 5.*

a. Below is a list of typical undergraduate Professional Studies course titles. Please identify those which best describe the courses which you are teaching during the current term. *For these courses, decide whether they are* Introductory *or* Advanced *and place your estimate of the enrollment in the respective column. If you teach more than one section of the same course, please report the total enrollment for which you are responsible.*

TYPICAL PROFESSIONAL STUDIES COURSES	*Number of Students Taught In:* Introductory Courses	Advanced Courses
Introduction to Education	______	______
Psych. Dev.–Measurement	______	______
Soc. Hist.–Phil. Foundations	______	______
Curric. or Educ. Problems	______	______
General Methods	______	______
Reading, Teaching of	______	______
Language Arts, Teaching of	______	______
Mathematics, Teaching of	______	______
Social Studies, Teaching of	______	______
Science, Teaching of	______	______
Health and Physical Education	______	______
Speech for Teachers	______	______
Testing and Measurement	______	______
Media and Communication	______	______
Elementary Curriculum	______	______
Secondary Curriculum	______	______
General Curriculum	______	______
Other (please specify) ______________	______	______

b. In order that your teaching situation may be better understood, please write the titles of up to three of the undergraduate Professional Studies courses that you teach in the spaces below:

Course A: ____

Course B: ____

Course C: ____

c. Next, for each of those courses, please report the approximate percentage of class-time in which each of the following modes of instruction are used.

MODE OF INSTRUCTION	Course A	Course B	Course C
Large Lecture (30 or more)	____%	____%	____%
Small Lecture (under 30)	____%	____%	____%
Seminar	____%	____%	____%
Independent Study/Tutorial	____%	____%	____%
Group Projects	____%	____%	____%
Other (please specify)______________			
______________________________	____%	____%	____%
TOTAL	100%	100%	100%

d. Are any of the following techniques used in these courses? *Please check all which apply:*

TECHNIQUES	Course A	Course B	Course C
Programmed Instruction	( )	( )	( )
Televised Lectures or Demonstrations	( )	( )	( )
Simulation Training	( )	( )	( )
Micro Teaching	( )	( )	( )
Feedback Oriented Training (use of Interaction Analysis, etc.)	( )	( )	( )
Live Demonstration of Teaching Methods	( )	( )	( )

5. Do you supervise any of the Clinical or Practical Experiences of undergraduate teacher preparation candidates? ( ) YES ( ) NO

If you answered YES, *please complete as many of parts* a *through* g *as apply to your situation. If you answered* NO, *please skip to Question 6.*

a. Please identify the types of clinical or practical experiences which you supervise from the list below. *Check as many as apply:*

( ) Classroom Observation
( ) Teaching Aids
( ) Tutors
( ) Practice Teachers and Interns

Please describe any other kinds of clinical or practical experiences which you supervise.

____

____

If you indicated in a *(above) that you supervise* Practice Teachers or Interns, *please complete parts* b *through* g. *Otherwise, please skip to Question 6.*

b. What is your role in supervised practice teaching? *Please check all spaces which apply:*

( ) Director of supervised practice teaching
( ) Supervisor of individual student teacher or a group of students
( ) Another role (please describe) ______________________________

____

____

c. How many student teachers are you supervising during the current term? _________ *students.*

d. How long is the supervised practice teaching experience? _________ *weeks.*

e. On the average, how many on-site visits do you make to each student teacher during the supervised practice teaching experience? _________ *visits.*

f. Please estimate the percentage of time that, "on the average," a student teacher spends in the following activities during supervised practice teaching. *Please write your estimate in the spaces provided; the figures should total to 100%.*

ACTIVITIES	Percentage of Time
Tutoring	_______%
Preparation of classroom materials	_______%
Grading and administrative work	_______%
Observation of teaching	_______%
Co-participation in teaching	_______%
Solo teaching (management of large groups or an entire class)	_______%
One-to-one work with a teacher	_______%
Others (please specify) ______________________________	
______________________________	_______%
TOTAL	100%

g. Please rate the extent to which each of the following techniques are used in the supervised practice teaching. *Please check the space which best describes your rating of the use of each technique.*

	EXTENT OF USE				
TECHNIQUES	**Not Used At All**	**Used Occasionally**	**Used Moderately**	**Used Very Much**	**Don't Know**
Video tape equipment	( )	( )	( )	( )	( )
Tape recorders	( )	( )	( )	( )	( )
Microteaching or other feedback oriented training	( )	( )	( )	( )	( )
Simulation techniques	( )	( )	( )	( )	( )
Techniques for the structured observation and/or analysis of teaching	( )	( )	( )	( )	( )
Bloom's *Taxonomy of Educational Objectives*	( )	( )	( )	( )	( )
Questioning strategies	( )	( )	( )	( )	( )
Sensitivity training	( )	( )	( )	( )	( )
Other (please describe)__________ ____________________	( )	( )	( )	( )	( )

6. Are you engaged in any research and development activities during the current term?
( ) YES ( ) NO

If you answered YES, *please complete parts* a *through* d *below. If you answered* NO, *please skip to Question 7.*

a. Which of the following best describes the relation of your relative interests in research and teaching? *Please check one:*

( ) Primarily interested in research
( ) Interested in both, but leaning toward research
( ) Interested in both, but leaning toward teaching
( ) Primarily interested in teaching

b. The following table shows several major types of research and development activities. *Please estimate the number of hours which you spend in each activity during an "average" week.*

ACTIVITY	Hours per Week
Research activity outside the academic discipline of education	____________
Research activity directly in the schools	____________
Research activity involving the assessment of teacher effectiveness	____________
Research activity involving development of learning packages or materials for use in public schools	____________
Research activity involving development of learning packages or materials for teacher training programs	____________
Other (please specify)________________________	
______________________________________	____________

c. Do your research and/or development activities involve any persons from any of the following groups in a collegial fashion (*i.e., as contributors and* not *as clerical labor or subjects*)? *Check as many as apply:*

( ) Other Professionals
( ) Graduate Students
( ) Undergraduates
( ) School Personnel

d. Please describe any sources from which you have received financial support for research in the past 12 months. *Check as many as may apply:*

( ) Institutional or department funds
( ) Federal agencies
( ) State or local government agencies
( ) Foundations
( ) Private firms
( ) Others (please specify)____________________
____

7. Are you involved in counseling students about careers in teaching? ( ) YES ( ) NO

If you answered YES, *please complete parts* a *through* f. *If you answered* NO, *please skip to Question 8.*

a. *Please estimate the number of hours in an average week that you spend in counseling undergraduate students about careers in teaching.* __________*hours/week*

b. *Please estimate the number of students which you counseled during the past term.*

__________*students*

c. *Please think back on the students you counseled during the past term about careers in teaching.* Of these, did you advise any students against entering programs of teacher preparation because of low demand for jobs? ( ) YES ( ) NO

d. *If you answered* YES, *in "c" above, please indicate the approximate proportion of your counselees that you have so advised. Please check one:*

( ) Very few or none
( ) About one-fourth
( ) About one-half
( ) About three-fourths
( ) Nearly all

e. During the past year, have you advised students to select (or change to) a specialty area in which there is a known demand for teachers?

( ) Very few or none
( ) About one-fourth
( ) About one-half
( ) About three-fourths
( ) Nearly all

f. What sources of information do you use in your career counseling of students? On the following list, please identify the three most important sources. Use "1" to indicate "most important" and "2" to indicate "second most important," and "3" to indicate "third most important."

SOURCES OF INFORMATION	Rank of Importance in Counseling
Information from the general media (e.g., radio, TV, magazines)	________
Publications of professional organizations (e.g., N.E.A., A.F.T.)	________
Publications from the State Education Agency	________
Publications from the Federal Government (e.g., N.C.E.S. reports, Monthly Labor Review)	________
Information from your institution's Placement Office	________
Information from your colleagues	________
Information from teachers or other School Personnel	________
Other (please describe)____________________	
______________________________	________

g. Do you feel that you need more accurate information in this area at present?
( ) YES ( ) NO

8. Are students in your institution adequately introduced to multi-ethnic education?

( )	( )	( )	( )	( )
Preparation is very adequate				*Preparation is very inadequate*

9. How much attention do you give to multi-ethnic education in the courses you teach?

( )	( )	( )
None	*Some*	*Much*

10. Are students in your institution adequately prepared to teach the urban or rural poor?

( )	( )	( )	( )	( )
Preparation is very adequate				*Preparation is inadequate*

11. How much attention do you give in your courses to the education of the poor?

( )	( )	( )
None	*Some*	*Much*

12. Does your institution use one of the varieties of competency-based teacher education?

( ) YES ( ) NO

13. Have you had any personal experience with any of the varieties of competency-based education?

( ) YES ( ) NO

If you answered YES, *please answer parts* a *and* b *below. If you answered* NO, *please skip to Question 14.*

a. Please describe the nature of your experience with competency-based education. *Check all that apply:*

( ) Development of competency-based courses or units
( ) Teaching competency-based courses or units
( ) Evaluation of competency-based courses or units
( ) Other (please describe)____________________
____

b. Please indicate the amount of experience which you have had with competency-based education:

Number of years experience with competency-based education __________*years*

Approximate percentage of time devoted to competency-based education during the current year __________%

14. Over the next three years, which of the following best describes your intentions to use competency-based courses or units in areas that you teach? *Please check only one:*

( ) I will use competency-based methods as the dominant mode for instructing students
( ) I will use competency-based methods, interspersed with other modes of instruction
( ) I will use competency-based methods only in specialized or experimental cases
( ) I will not use competency-based methods at all
( ) Other (please describe)____
____

15. Below is a list of selected areas of teacher preparation that are common to many programs. *Please rate the emphasis your education unit places on each:*

RATING OF EMPHASIS PLACED ON AREA BY THE EDUCATION UNIT				AREAS OF PREPARATION
Not Offered	*Low Emphasis*	*Moderate Emphasis*	*High Emphasis*	
( )	( )	( )	( )	Group Instruction
( )	( )	( )	( )	One-to-one Instruction
( )	( )	( )	( )	Locating and Using Resources
( )	( )	( )	( )	Materials Preparation
( )	( )	( )	( )	Lesson Planning
( )	( )	( )	( )	Diagnostic Methods
( )	( )	( )	( )	Tests and Measurement
( )	( )	( )	( )	Teaching Reading
( )	( )	( )	( )	Conducting Parent Conferences
( )	( )	( )	( )	Counseling Students
( )	( )	( )	( )	General Classroom Supervision
( )	( )	( )	( )	Behavior Modification
( )	( )	( )	( )	Use of Innovative Teaching Methods
( )	( )	( )	( )	Social Development of Children

SECTION THREE

PERCEPTIONS OF THE PROFESSION

This section surveys your attitudes, perceptions, and opinions about a variety of topics that are related to you, your position and teacher preparation.

Your candor in responding to these items is sincerely appreciated.

1. What are the factors that influenced your decision to accept your current job? For each of the factors below, estimate the extent to which it was an attraction or drawback. ***Please check the space which best describes your opinion:***

	Major Attraction		No Influence		Major Drawback
Salary and benefits	( )	( )	( )	( )	( )
Geographic location	( )	( )	( )	( )	( )
Reputation of the institution	( )	( )	( )	( )	( )
Opportunity for tenure	( )	( )	( )	( )	( )
Philosophic orientation of your department	( )	( )	( )	( )	( )
Quality of the faculty within your department	( )	( )	( )	( )	( )
Research opportunities within your department	( )	( )	( )	( )	( )
Opportunity to teach specific courses within your department	( )	( )	( )	( )	( )
Other (please specify)________________ ________________________	( )	( )	( )	( )	( )

2. Below you will find a list of factors which represent common pressures, demands and stresses faced by many college and university faculty persons.

Please assess your perceptions of the intensity of each factor as it relates to your own situation; use the following scale to record your perceptions in the space provided:

A. Low Intensity: The factor is of little or no concern to my current situation.

B. Moderate Intensity: The factor is somewhat associated with my current situation.

C. High Intensity: The factor is relatively crucial to my situation.

A	B	C	
( )	( )	( )	Need to obtain funds for research activities
( )	( )	( )	Pressures for accountability in teaching
( )	( )	( )	Conflict between teaching and research
( )	( )	( )	The size of your classes
( )	( )	( )	Student demands for advisement and consultation
( )	( )	( )	Colleague pressure for adherence to the Status Quo
( )	( )	( )	Emphasis on research and scholarship
( )	( )	( )	Emphasis on community service

3. How would you assess the extent of integration between academic and clinical aspects of the teacher preparation program at your institution?

	This Happens Rarely		This Happens Sometimes		This Always Happens
Foundations and methods courses are designed to anticipate the pending clinical experiences of the students	( )	( )	( )	( )	( )
The clinical experience provides formal feedback and leads to replanning in foundations and methods courses	( )	( )	( )	( )	( )

4. Below is a list of factors which past studies have shown to be associated with students' decisions to enter teaching as a career. *Please assess the general nature of the effect on the students' decision to enter a teaching career, using the following scale:*

A. Little or no effects at all.
B. The factor generally discourages students from entering teaching.
C. The factor generally encourages students to enter teaching.

A	B	C	
( )	( )	( )	Teaching salaries
( )	( )	( )	Job security
( )	( )	( )	Parent attitudes and influences
( )	( )	( )	Spouse attitudes and influences
( )	( )	( )	Attitudes and influences of high school teachers
( )	( )	( )	Attitudes and influences of Arts and Sciences professors
( )	( )	( )	Attitudes and influences of professors in Education Unit
( )	( )	( )	Status of the teaching profession
( )	( )	( )	Desire to work with children
( )	( )	( )	Likelihood of obtaining a job as a teacher
( )	( )	( )	Teaching hours and vacations

5. Using this list of teaching areas and specialties below, *please give your assessment of the market conditions for each:*

A. Supply of teachers is considerably in excess of demand.
B. Supply of teachers is somewhat in excess of demand.
C. Supply and demand for teachers is about the same.
D. Supply of teachers is somewhat less than demand.
E. Supply of teachers is considerably less than demand.

I Cannot Make A Judgment	A	B	C	D	E	TEACHING AREAS AND SPECIALTIES
( )	( )	( )	( )	( )	( )	General Elementary
( )	( )	( )	( )	( )	( )	General Secondary
( )	( )	( )	( )	( )	( )	Special Education
( )	( )	( )	( )	( )	( )	Subject Matter Specialists
( )	( )	( )	( )	( )	( )	Occupational and Vocational Education
( )	( )	( )	( )	( )	( )	School Support Service
( )	( )	( )	( )	( )	( )	Bilingual Education
( )	( )	( )	( )	( )	( )	Early Childhood Education
( )	( )	( )	( )	( )	( )	Indian Education
( )	( )	( )	( )	( )	( )	Teachers trained to work in urban schools
( )	( )	( )	( )	( )	( )	Teachers trained to work in rural schools
( )	( )	( )	( )	( )	( )	Teachers trained to work in "open" classrooms
( )	( )	( )	( )	( )	( )	Teachers trained to work with specific ethnic groups

6. Based on your past experience with teacher preparation candidates, what percentage of persons, in 1974–75, who entered programs leading to certification as a teacher reach the following stages? *Please estimate these percentages as follows:*

Of 100 *persons admitted to teacher preparation at this institution:*

__________ Will successfully complete a student teaching experience

__________ Will graduate

__________ Will receive initial certification or licensure

__________ Will actively seek employment as a teacher

__________ Will obtain a job in the public schools

__________ Will remain in the teaching profession for more than 3 years

( ) I cannot make an estimate

SECTION FOUR

ACTIVITIES

In this section, please describe how you spent last week. This information will be used to provide estimates of how a nationally representative college faculty distribute their time over a variety of tasks.

Please describe the time period which covers a *full Monday through Sunday* which immediately preceeds the day on which you are completing this form.

Please report the total number of hours which you spent last week in the following activities:

A. Teaching (including direct preparation and evaluation of students)

	Number of Hours
1. Teaching Undergraduate General Studies Courses	________
2. Teaching Undergraduate Professional Studies Courses	________
3. Teaching Graduate Courses	________
4. Supervising Clinical Experiences	________
5. Service on thesis or doctoral committees	________

B. Research, Development, and General Scholarship

1. Research and Development conducted with students	________
2. Research and Development conducted alone or with professional colleagues	________
3. General scholarship and writing	________

C. Internal and Public Service

1. Administration and committee work	________
2. Career and academic counseling of students	________
3. Inservice training of teachers other than above graduate courses	________
4. Other (please specify) ______________________________ ______________________________	________
TOTAL FOR THE WEEK	________

Is this 7-day period "typical" of your activities during this semester or quarter? *Please check the space which best corresponds to your rating:*

Most weeks are just like this				Most weeks are quite different from this
( )	( )	( )	( )	( )

Comment ____

____

SECTION FIVE

INSTITUTIONAL POLICIES AND PRACTICES

This section requests information about particular policy and practices of your institution.

1. **Below are listed factors which are often considered in decisions about faculty.** ***For your institution, please assign ranks to the three most important factors in promotion and tenure decision. Use "1" to indicate "most important" and "2" to indicate "second most important" and "3" to indicate "third most important."***

FACTORS	**Promotion**	**Tenure**
Undergraduate Teaching	( )	( )
Graduate Teaching	( )	( )
Research and Scholarship	( )	( )
Institutional Service	( )	( )
Outside Community Service	( )	( )

2. **a.** **What are the organizational practices with respect to the dismissal of nontentured faculty within the education unit?** ***Please check the alternative which best applies:***

- ( ) Nontenured faculty may be dismissed by an administrator outside the education unit without consultation with other faculty
- ( ) Nontenured faculty may be dismissed by an administrator within the education unit without consultation with other faculty
- ( ) Dismissal of a nontenured faculty person requires a fixed percentage of votes of the tenured faculty
- ( ) Other lines of responsibility exist (please describe them): ____________________

____

b. **May nontenured faculty be dismissed without a formal hearing?** ( ) YES ( ) NO

3. **a.** **What policies govern faculty promotion at your institution?** ***Please check all that may apply:***

- ( ) Promotion is granted only after a specified minimum period of time in rank
- ( ) Promotion is granted independent of tenure
- ( ) Promotion is automatic with time served at a particular rank
- ( ) Promotion is based on a quota for each rank
- ( ) Promotion is determined on the basis of clearly specified criteria

b. **Were the rules for faculty promotion set by collective bargaining?** ( ) YES ( ) NO

4. Below, you will find a list of goals and values for the schools which have been espoused by a variety of educators. *Please rate your attitude to each by using the following scale:*

A. I am opposed to this statement.
B. I don't have an opinion
C. I am in favor of this statement

A	B	C	
( )	( )	( )	Curricula should be organized around the major social issues of our time; pupils should be taught ways of analyzing issues, encouraged to take stances and taught the skills of social action.
( )	( )	( )	It is essential for pupils to master the basic skills of reading and mathematics. These skills should be taught systematically and stressed, especially in the early years.
( )	( )	( )	The aim of instruction is to help pupils improve their general problem-solving skills, including the ability to think more creatively and flexibly and the capacity to teach themselves.
( )	( )	( )	Curriculum and instruction should be based on developmental psychology, with an aim to the improvement of cognitive functioning.
( )	( )	( )	Each academic discipline has its own approach or mode of inquiry. The methodology of a biologist is different from the methodology of a psychologist or physicist. Schools should teach pupils how scholars operate—how they create new knowledge and carry out research and investigation. Pupils should actually "practice the discipline" as the scholars do.
( )	( )	( )	A primary aim of schooling should be the development of multicultural understanding, attitudes and perspectives. This aim should be reflected in the orientation and emphasis of the curriculum, as well as the composition of the school.
( )	( )	( )	The curriculum should provide pupils with a background of factual information on important topics. This approach provides a broad overview of many fields and gives the pupils a storehouse of information which they can use in later years of deeper academic study.
( )	( )	( )	A teacher's job is to help pupils become aware of themselves as people, to understand the meaning of their feelings and actions and become aware of their values. Learning activities and teaching strategies which focus on the person as content should be emphasized.

SECTION SIX

DEMOGRAPHIC INFORMATION

This is the last section of the questionnaire. *Please answer as many questions as you can and indicate any item which you may feel is offensive.*

1. On what basis is your salary computed? *Please check the appropriate space:*

( ) Academic year (9 months)
( ) Calendar year (12 months)
( ) Other (please specify) ______________________________

2. On the basis identified above, what is your current salary? *Please report only salary paid to you by your institution, excluding consulting, royalties and the like. Please check the appropriate space:*

( ) Less than $8,000
( ) $8,000-$10,000
( ) $10,000-$12,000
( ) $12,000-$14,000
( ) $14,000-$16,000
( ) $16,000-$18,000
( ) $18,000-$20,000
( ) $20,000-$22,000
( ) $22,000-$24,000
( ) $24,000-$26,000
( ) $26,000-$28,000
( ) $28,000-$30,000
( ) $30,000-$32,000
( ) $32,000-$34,000
( ) Over $34,000

3. Please describe any paid consulting activity in which you were involved between September 2, 1974 and August 30, 1975. Please report the number of days for the academic year (September through May) and for the summer:

CONSULTING ACTIVITY	NUMBER OF DAYS Academic Year	NUMBER OF DAYS Summer
Consultation with a school system	______	______
Consultation with a private firm	______	______
Consultation with the state or federal government	______	______
Other (please specify) ______________________	______	______

4. Is your employment completely or partially contingent on the presence of state or federal funds which are not a part of your institution's regular budget? *(This is also known as "soft money.")*

( ) YES–give the approximate percentage of your salary paid by such funds: __________%
( ) NO

5. How many books have you authored, co-authored or edited? *Please check the appropriate space:*

( ) None
( ) 1
( ) 2
( ) More than 2

6. Within the last three years, how many articles have you had published in professional journals or in collections of readings? *Check the space which best applies:*

( ) None
( ) 1
( ) 2
( ) 3
( ) 4
( ) 5
( ) More than 5

OMB No. 51-S75068
Approval Expires: 12/76

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
EDUCATION DIVISION/NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

NATIONAL SURVEY OF THE PRESERVICE PREPARATION OF TEACHERS

QUESTIONNAIRE FOR STUDENTS

1975

SPONSORED BY THE

NATIONAL CENTER FOR EDUCATION STATISTICS

DEVELOPED BY:

Dr. Bruce R. Joyce, *Stanford Center for Research*
and Development in Teaching

Dr. Frank Morra, Jr., *University of Virginia and*
Stanford University

Mr. Vello A. Kuuskraa,. *Lewin and Associates, Inc.*
Washington, D. C.

PLEASE NOTE:

The information contained in this questionnaire will be held in strictest confidence, in compliance with Federal laws which guarantee your right to privacy. Please do not place your name anywhere on this form. Under these safeguards, we request that you answer these questions with complete candor. Thank you for participating in this survey project.

OE FORM 2386, 11/75

NATIONAL SURVEY OF THE PRESERVICE
PREPARATION OF TEACHERS

Thank you for participating in this survey. Here are the answers to some questions that you may have:

What is the purpose of this survey?

This survey was commissioned by the National Center for Education Statistics, a federal agency which is responsible for providing the Congress with information about American education. This survey was designed to provide basic information about persons who are preparing to be teachers. Using this data, Congress may enact measures which can improve teacher education and affect the job market for teachers.

Why was I chosen?

You were chosen at random. The dean or department chairman of education made a list of seniors who were participating in student teaching and randomly chose ten persons. No other factors entered into the process, so you need not feel that you have been "singled out". We will be giving this questionnaire to 3599 other students all over the country who were chosen in exactly the same fashion.

Why are there all these assurances of confidentiality?

As an American citizen, you have a right to privacy. We, as survey researchers, are bound by federal law to make sure that you know about this right. We think that the best way to safeguard your rights is to keep this survey voluntary and anonymous. Remember this:

- You don't have to participate in this survey
- If you choose to participate, you don't have to answer any questions that you find offensive
- DON'T put your name anywhere on this form.

How can I find out the results of this survey?

The final report of this survey will be published by the federal government. One copy of this report will be made available to your college or university's library.

By the way, who are you and can I ask you any questions?

You may send your cards and letters to any or all of us at these addresses:

Bruce Joyce
Frank Morra
Stanford Center for R&D
in Teaching
Stanford, California 94305

Shirley Steele
National Center for Education
Statistics
400 Maryland Avenue, S.W.
Washington, D. C. 20024

Vello Kuuskraa
Lewin and Associates
470 L'Enfant Plaza East, S. W.
Suite 4100
Washington, D. C. 20024

The person who is administering these questionnaires is only following directions that we provided. This person isn't responsible for anything that you may dislike. Further, he or she probably won't be able to answer your questions, so make sure that you read the directions.

SECTION ONE

BASIC INFORMATION

This section requests basic descriptive information about you. This information is needed at both federal and state levels so teacher education programs–*particularly those dealing with financial aid*–can be planned or replanned to more adequately meet the needs of today's students.

You are encouraged to respond to every question, that may apply to your situation. *If, however, you feel that a question is inappropriate or offensive, please feel free to skip it and to write a note so the item might be changed on future forms.*

1. What is your sex? ☐ Male ☐ Female

2. Please check the year in which you were born:

☐ Before 1950
☐ 1951
☐ 1952
☐ 1953
☐ 1954
☐ 1955
☐ 1956
☐ 1957
☐ 1958
☐ After 1958

3a. How do you describe yourself? *Please check the most appropriate space:*

☐ Black/negro
☐ Caucasian
☐ Asian, Oriental or Pacific Islander
☐ Hispanic
☐ American Indian or Alaskan Native
☐ Other *(please specify)* ____________________

b. Are you a citizen of the United States? ☐ Yes ☐ No

4a. What is your current marital status?

☐ Single ☐ Married ☐ Other

b. Do you have any children or dependents? *Please check the appropriate space:*

☐ None
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ More than 5

5. Which of the following best describes the high school from which you were graduated? *Please check only one.*

☐ Public
☐ Private/Church-related
☐ Private/Secular
☐ Bureau of Indian Affairs School
☐ Federal Government School
☐ Other–includes equivalency certificate

6. Which of the following best describes the location of the high school from which you were graduated? *Please check only one.*

☐ City of over 1,000,000 population
☐ Suburb of a city of over 1,000,000 population
☐ City of between 500,000 and 1,000,000 population or its immediate suburbs
☐ City of between 100,000 and 500,000 population or its immediate suburbs
☐ City of less than 100,000 population or its immediate suburbs
☐ Rural
☐ Foreign Country

7. Did you attend any other colleges prior to the one in which you are currently enrolled? *Please check the one which best applies:*

☐ 0 ☐ 1 ☐ 2 ☐ 3 or more

If you indicated that you have attended any prior college (s), please answer 8 and 9. If you attended no prior colleges, please skip to 10.

8. Have you attended any two-year institutions *(i.e., junior or community colleges)* prior to your present college enrollment?

a. ( ) YES ( ) NO

b. *If YES, how long did you attend?*

( ) Two years or more
( ) More than one semester/quarter but less than two years
( ) One semester/quarter or less

9. If you have attended a prior college, what percentage of your courses from previous institution(s) were accepted for transfer into your current college? *Please check the one which best applies:*

( ) 0-25% ( ) 25-50% ( ) 50-75% ( ) 75-100%

10. Please describe the location of your current college with respect to your home. *If you moved a lot while growing up, please use the location of the high school from which you were graduated as your "home".*

a. Is your current college in the same state as your home?

( ) Yes ( ) No

b. How far is your current college from your home? *Please check one.*

( ) Less than 10 miles
( ) 10-50 miles
( ) 50-100 miles
( ) 100-500 miles
( ) 500-1000 miles
( ) 1000-2000 miles
( ) Over 2000 miles

11. Do you speak any languages other than English? ( ) YES ( ) NO

If you answered YES, please select those languages which you speak from the list below and rate your ability to use the language in teaching by using the following scale. Check one space which best describes your ability:

A. *I could teach subject areas such as math, science, social studies, etc. in this language.*
B. *I could teach grammar, composition, literature and the like to native speakers of this language.*
C. *I could teach it as a foreign language.*
D. *I can only use it in non-teaching situations.*

A	B	C	D	LANGUAGES	E	F	G	H	I
( )	( )	( )	( )	Chinese	( )	( )	( )	( )	( )
( )	( )	( )	( )	French	( )	( )	( )	( )	( )
( )	( )	( )	( )	Italian	( )	( )	( )	( )	( )
( )	( )	( )	( )	Navajo	( )	( )	( )	( )	( )
( )	( )	( )	( )	Spanish	( )	( )	( )	( )	( )
( )	( )	( )	( )	Japanese	( )	( )	( )	( )	( )
( )	( )	( )	( )	Other *(specify)*	( )	( )	( )	( )	( )
A	B	C	D	________	E	F	G	H	I

Now, please go back and check the space which best describes the situation in which you learned this language.

E. *It is my native language*
F. *I studied it in school in this country*
G. *I studied it in school in a country where it is spoken*
H. *I learned it while residing in a country where it is spoken*
I. Other *(please specify)*

decision to attend their particular college or university. *Please rate the extent to which each factor influenced your decision to attend your current institution. Check the space which best corresponds to your rating.*

	Influence of Factors on Your Decision to Attend this Institution		
Factors	*Not Important*	*Moderately Important*	*Very Important*
Reputation of the institution	( )	( )	( )
Programs available that I wanted	( )	( )	( )
Convenience to home	( )	( )	( )
Cost of tuition, living expenses	( )	( )	( )
Parent's opinions	( )	( )	( )
Spouse's opinions	( )	( )	( )
High school counselor	( )	( )	( )
Availability of financial aid	( )	( )	( )
Likelihood of getting a good job after graduation	( )	( )	( )
Others *(please specify)* ____________________			
____	( )	( )	( )

13. Please rate your current satisfaction with various aspects of your current institution. *Check the space which best corresponds to your rating.*

	Current Satisfaction with Aspects of Your Institution			
Aspects	*Very Dissatisfied*	*Neutral*	*Very Satisfied*	*No Opinion*
Reputation of the institution	( )	( )	( )	( )
Social life	( )	( )	( )	( )
Cost of tuition	( )	( )	( )	( )
Living expenses	( )	( )	( )	( )
Courses in my major field	( )	( )	( )	( )
Courses outside my major field	( )	( )	( )	( )
Availability of financial aid	( )	( )	( )	( )
Likelihood of getting a good job after graduation	( )	( )	( )	( )

14. Which of the following best describes you. *Please check one.*

( ) Freshman ( ) Sophomore ( ) Junior ( ) Senior ( ) Fifth year
( ) Other *(please describe)* ____
____

15. Please estimate how much you expect to spend on the following items during the period beginning July 1, 1975 and ending June 30, 1976, *(i.e., over an entire year.) Please give the figures in even dollars. Try to be accurate to the nearest fifty dollars.*

- *If you are married, include expenses related to the support of your spouse and/or children.*
- *If you live without charge with your parents or relatives, do not assign a cash value to lodging or board (Part d).*

a. Tuition $ ____________
b. School fees $ ____________
c. Books, materials and supplies $ ____________
d. Lodging and maintenance of living quarters and board $ ____________
e. Other expenses *(clothing, car operation, medical care, insurance, etc.)* $ ____________

16. Please describe the sources and amount of funds which will be available to you to meet your expenses reported above during the period beginning July 1, 1975 and ending June 30, 1976. *Please report figures in even dollars. Try to be accurate to the nearest fifty dollars.*

a. **Grants and non-refundable resources.** *This includes all sources of money which you need not repay (such as your own earnings or savings and scholarships, grants-in-aid, tuition remissions, etc.)*

Family and personal Contributions: *Including your own earnings, contributions from your parents, relatives, and/or your spouse and withdrawal from savings* $__________

Grants: *Including Veteran's benefits, Social Security benefits, Basic Educational Opportunity Grants, ROTC, etc.* $__________

Scholarships: *Including those provided by the state, the federal government or your institution.* $__________

Other Non-Refundable Sources *(Please describe)* $__________

____

____

b. **Loans and other refundable resources:** *This includes all sources of money which must be repaid.*

National Direct Student Loan *(formerly the National Defense Student Loan Program)* $__________

Guaranteed Student Loan $__________

Loan from your college or university $__________

State government guaranteed loan $__________

Private bank loan $__________

Other loans *(please specify)* ________________________ $__________

17. Have you at any time heard of, applied to or received funds from any of the following sources of federal aid to finance your education? *Please check as many as apply.*

	Ever Heard of Program	*Ever Applied to Program*	*Ever Received Funds from Program*
Basic Educational Opportunity Grant	( )	( )	( )
Supplementary Educational Opportunity Grant	( )	( )	( )
National Direct Student Loan *(formerly the National Defense Student Loan Program)*	( )	( )	( )
Federal Guaranteed Student Loan	( )	( )	( )
Veterans Administration *(Survivor's benefits or GI Bill)*	( )	( )	( )
Social Security Benefits for students aged 18 to 22 *(for children of retired, disabled or deceased parents)*	( )	( )	( )
Armed Services Programs *(ROTC, Reserve Units, etc.)*	( )	( )	( )

18. The rising costs of college education have forced many students to go deeply into debt. One of the objectives of this survey is to determine the extent of this problem. We would like you to estimate what your education-related idebtedness will be as of June 30, 1976. *Please exclude items such as mortgages, and non-educational loans (e.g., for cars, furniture, appliances, etc.) from your computations:*

a.	Total amount owed at the start of your first year in school	$__________
b.	Amount borrowed while in school	$__________
c.	Amount of loans that you will repay by June 30, 1976	$__________
d.	Total probable indebtedness on June 30, 1976 *(items* a *plus* b *less* c*)*	$__________

19. Are you majoring in education?

( ) Yes ( ) No

If you answered NO, please write the name of your major in the space below.

____

SECTION TWO

DESCRIPTION OF YOUR COLLEGE CURRICULUM

This section asks for information about your program of teacher preparation.

1. Are you preparing for a career in Elementary Education? ( ) YES ( ) NO
If you answered YES, *please check the option which best describes the area in which you are preparing to teach:*

( ) Early Childhood
( ) Preschool/kindergarten
( ) General Elementary
( ) Other Elementary *(please specify)* ______________________________

2. Are you preparing for a career in Secondary Education? ( ) YES ( ) NO
If you answered YES, *please answer parts* a *and* b.

a. At what level are you preparing to teach? *Please check the alternative which best applies:*

( ) Middle School
( ) Junior High School
( ) High School

b. In what subject area are you preparing to teach? *Please check the alternative which best applies:*

( ) Agricultural
( ) Biological Sciences
( ) English/Language Arts
( ) Foreign Language
( ) Home Economics
( ) Mathematics
( ) Physical Sciences
( ) Social Sciences
( ) Other Secondary *(please specify)* ______________________________

3. Are you preparing for a career as a subject matter specialist at either the elementary or secondary level?
( ) YES ( ) NO
If you answered YES, *please check the alternative which best describes the area in which you are preparing to work:*

( ) Fine Arts Education *(music, art, drama, at any grade level)*
( ) Physical Education *(at any grade level)*
( ) Reading specialist *(general)*
( ) Reading specialist *(emphasis on remediation)*
( ) Mathematics specialist *(general)*
( ) Mathematics specialist *(emphasis on remediation)*
( ) Specialist in a subject area *(please specify)* ______________________________
( ) Urban or rural specialist
( ) Driving and Safety Education
( ) Health Education
( ) Other *(please specify)* ______________________________

4. Are you preparing for a career in occupational and vocational education? ( ) YES ( ) NO
If you answered YES, *please check the alternative which best describes the area in which you are preparing to work:*

( ) Business, Commerce and Distributive Education
( ) Industrial Arts
( ) Vocational and Technical Education
( ) Other *(please specify)* ______________________________

5. Are you preparing for a career in Special Education? ( ) YES ( ) NO
If you answered YES, *please check the option which best describes the area in which you are preparing to work:*

( ) Mentally retarded
( ) Blind/visually impaired
( ) Deaf/hearing impaired
( ) Speech correction
( ) Crippled and other health impaired
( ) Learning disabilities
( ) Emotionally disturbed
( ) Gifted and Talented
( ) Bilingual and Bicultural
( ) Other *(please specify)* ______________________________

6. Are you preparing for a career in a School Service Role? ( ) YES ( ) NO
If you answered YES, *please check the option which best describes the area in which you are preparing to work:*

( ) Administration and Supervision
( ) Educational Information Services
( ) Student Personnel *(guidance counseling)*
( ) School Psychologist
( ) Other *(please specify)* ______________________________

7. Below is a list of factors which past studies have shown to be associated with students' decisions to enter teaching as a career. *Please assess the general nature of the effect on your decision to train for a teaching career, using the following scale.*

A. *Little or no effect at all*
B. *The factor discouraged me about entering teaching*
C. *The factor encouraged me about entering teaching*

A	B	C	FACTORS
( )	( )	( )	Teaching salaries
( )	( )	( )	Job security
( )	( )	( )	Parent attitudes and influences
( )	( )	( )	Spouse attitudes and influences
( )	( )	( )	Attitudes and influences of high school teachers
( )	( )	( )	Attitudes and influences of Arts and Sciences professors
( )	( )	( )	Attitudes and influences of professors in Education Unit
( )	( )	( )	Status of the teaching profession
( )	( )	( )	Desire to work with children
( )	( )	( )	Likelihood of obtaining a job as a teacher
( )	( )	( )	Teaching hours and vacations
A	B	C	

GENERAL STUDIES COURSES *are offered outside the School or Department of Education, and are often known as "arts and sciences" courses, "liberal arts work," "general education," and others.*

8. Please describe the courses which you took as part of your GENERAL STUDIES preparation. *To simplify your task, here are ten major areas that account for most of the courses in the college catalogue. We would like you to* estimate *the number of credit hours you have taken in each area. Please write the appropriate number of credit hours in the space provided.*

MAJOR AREAS OF GENERAL STUDIES COURSEWORK	**APPROXIMATE HOURS CREDIT HOURS TAKEN**
English Composition	________
English Literature	________
Fine Arts	________
Mathematics	________
Physical Science	________
Biological Sciences	________
Natural Sciences	________
Philosophy	________
Psychology	________
History	________
Other Social Sciences	________
Foreign Languages	________
Business	________
Other *(please specify)* ____________________	________
____________________________	________

***PROFESSIONAL STUDIES COURSES** are offered by the School or Department of Education as part of the professional preparation of teachers. These are often known as "education requirements" and may include courses like Educational Psychology, Foundations of Education, Methods of Instruction, and the like.*

9. Please describe your Professional Studies Courses by answering parts a, b and c, below.

a. *Below is a list of common titles of Professional Studies courses as they are offered at many institutions across the country. Go through this list and identify all those courses which you may have taken, and then do the following.*

First, estimate the number of credit hours that you took in each area. Second, please identify the method of instruction which was most frequently used in each course by placing a check in the appropriate space.

		METHOD OF INSTRUCTION			
PROFESSIONAL STUDIES COURSES	**TOTAL CREDIT HOURS TAKEN**	*Large Lecture or Mass Media Presentation (more than 30)*	*Small Lecture (less than 30)*	*Seminar*	*Individual Tutorial or Supervised Reading*
Introduction to Education	______	( )	( )	( )	( )
Ed or Dev. Psychology	______	( )	( )	( )	( )
Soc./Hist./Phil. Foundations	______	( )	( )	( )	( )
Curric. or Educ. Problems	______	( )	( )	( )	( )
General Methods	______	( )	( )	( )	( )
Reading, Teaching of	______	( )	( )	( )	( )
Language Arts, Teaching of	______	( )	( )	( )	( )
Mathematics, Teaching of	______	( )	( )	( )	( )
Social Studies, Teaching of	______	( )	( )	( )	( )
Science, Teaching of	______	( )	( )	( )	( )
Health and Phys. Education	______	( )	( )	( )	( )
Speech for Teachers	______	( )	( )	( )	( )
Media and Communication	______	( )	( )	( )	( )
Testing & Measurement	______	( )	( )	( )	( )
Elementary Curriculum	______	( )	( )	( )	( )
Secondary Curriculum	______	( )	( )	( )	( )
Other(s) *(please specify)* ______	______	( )	( )	( )	( )
______________________	______	( )	( )	( )	( )

SECTION FOUR

DEMOGRAPHIC INFORMATION

This is the last section of the questionnaire. *Please answer as many questions as you can. You are, however, encouraged to skip any item which you may feel is offensive.*

1. What is the principal occupation of both your mother and father?

- *If either parent is retired or deceased, please report the principal occupation while working or alive.*
- *Please check only one alternative for each parent.*

	Father	Mother
CLERICAL, such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent.	☐	☐
CRAFTSMAN, such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter.	☐	☐
FARMER, FARM MANAGER	☐	☐
HOMEMAKER OR HOUSEWIFE	☐	☐
LABORER, such as construction worker, car washer, sanitary worker, farm laborer	☐	☐
MANAGER, ADMINISTRATOR, such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	☐	☐
MILITARY, such as career officer, enlisted man or woman in the armed forces	☐	☐
OPERATIVE, such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant	☐	☐
PROFESSIONAL, such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, professor, writer, scientist, social worker, actor, actress.	☐	☐
PROFESSIONAL/TEACHER, at either the elementary or secondary level.	☐	☐
PROPRIETOR OR OWNER, such as owner of a small business, contractor, restaurant owner.	☐	☐
PROTECTIVE SERVICE, such as detective, policeman or guard, sheriff, fireman.	☐	☐
SALES, such as salesman, sales clerk, advertising or insurance agent, real estate broker.	☐	☐
SERVICE, such as barber, beautician, practical nurse, private household worker, janitor, waiter.	☐	☐
TECHNICAL, such as draftsman, medical or dental technician, computer programmer.	☐	☐

2. Are you currently attending school full-time? ☐ YES ☐ NO

3. Are you currently working while attending school? ☐ YES ☐ NO

If you answered YES, *please answer* 4 *and* 5. *If you answered* NO, *please skip to* 6.

4. How many hours per week do you work? *Please check the space which best applies.*

☐ Less than 10 hours
☐ Between 10 and 20 hours
☐ Between 20 and 35 hours
☐ Over 35 hours

5. Why are you working while attending school? *Please check all which may apply.*

( ) In this job market there is need to hurry through school
( ) My work is related to my college training
( ) I need the money to get through school
( ) I want more money than my living allowance or scholarship permits
( ) Other *(please describe)* ____

6. Please indicate the tests which you were required to take prior to admission to your current college or university. *Please check one of the following:*

( ) I was not required to take an admission test. *If you checked this, please skip to question* 7.

( ) College Entrance Examination Board Tests *(also known as "the College Boards"). If you checked this, please answer part* a *only.*

( ) American College Testing Program (A. C. T.). *If you checked this, please answer part* b *only.*

( ) Other tests *(please identify)* ____

____

If you checked this, please skip to question 7.

a. C.E.E.B. scores–*Please check the space which best describes your score on the math and verbal portions of the* Scholastic Aptitude Test *(S.A.T., or "morning" tests).*

	Less than 400	401-500	501-600	601-700	701-800
Math	( )	( )	( )	( )	( )
Verbal	( )	( )	( )	( )	( )

b. A.C.T. scores–*Please check the space which best describes your score on the* English Usage *and* Math Usage *portions of the A. C. T. test:*

	Less than 15	15-19	20-24	25-29	30-36
Math Usage	( )	( )	( )	( )	( )
English Usage	( )	( )	( )	( )	( )

7. Below you will find a list of factors which are related to work experiences. *Please read through the entire list and determine how important each factor would be in determining whether you would be* satisfied *with a particular job. Please use this scale in the rating:*

A. *Of no importance*
B. *Moderately important*
C. *Very important*

A	B	C	JOB-RELATED FACTORS	D	E	F
( )	( )	( )	Good income	( )	( )	( )
( )	( )	( )	Job security	( )	( )	( )
( )	( )	( )	Opportunity for promotion	( )	( )	( )
( )	( )	( )	Freedom to make my own decisions	( )	( )	( )
( )	( )	( )	Work that strikes me as important or worthwhile	( )	( )	( )
( )	( )	( )	Work that is challenging	( )	( )	( )
( )	( )	( )	Work that I feel I do well	( )	( )	( )
( )	( )	( )	Work in my specialty	( )	( )	( )
( )	( )	( )	Flexible hours	( )	( )	( )
( )	( )	( )	Friendly, likable co-workers	( )	( )	( )
( )	( )	( )	A job free from pressure and deadlines	( )	( )	( )
( )	( )	( )	A supervisor who is pleasant and interested in my welfare	( )	( )	( )
( )	( )	( )	A job that provides real power	( )	( )	( )
( )	( )	( )	Intense, exciting work	( )	( )	( )
( )	( )	( )	A job that gives me status and makes people look up to me	( )	( )	( )
( )	( )	( )	Convenient travel to and from work	( )	( )	( )
( )	( )	( )	A job where I know exactly what I am supposed to do	( )	( )	( )
( )	( )	( )	A job which permits coordination of my schedule with that of my children	( )	( )	( )
A	B	C		D	E	F

Now, on the basis of your training and experience, *please go back and rate the degree to which the* teaching profession *meets your requirements for each factor. Use the following scale:*

D. *Teaching is excellent in this respect*
E. *Teaching is adequate in this respect*
F. *Teaching is poor in this respect*

b. The next two questions deal with the education faculty who teach the four most common types of Professional Studies Courses:

Introduction to Education: *Generally the first course in the professional sequence which gives an overview ot the major aspects of the education professions.*

Foundations of Education: *A course which is intended to give the student an introduction to the sociological, anthropological, historical and/or philosophical bases of education.*

Educational Psychology: *A course which is intended to give the student an understanding of the basics of learning theory and child development as they related to the profession of teaching*

Educational Methods: *A course which is intended to equip the student with a knowledge of the basic curricula and techniques of instruction needed for the classroom.*

(1) Give your general impression of the extent to which the faculty who taught these courses were able to bring their own professional experiences in the public schools to bear on the course content. *Please check the space which best corresponds to your rating:*

COURSES	RATING OF FACULTY ABILITY TO INTEGRATE EXPERIENCE IN THE SCHOOLS WITH COURSE CONTENT					
	MUCH				LITTLE	CAN'T SAY
Introduction to Education	( )	( )	( )	( )	( )	( )
Foundations of Education	( )	( )	( )	( )	( )	( )
Educational Psychology	( )	( )	( )	( )	( )	( )
Educational Methods	( )	( )	( )	( )	( )	( )

(2) What level of faculty taught these professional courses? *Please refer to the first course you took in each area:*

COURSES	Professor	Associate Professor	Assistant Professor	Instructor	Graduate Student	Don't Know
Introduction to Education	( )	( )	( )	( )	( )	( )
Foundations of Education	( )	( )	( )	( )	( )	( )
Educational Psychology	( )	( )	( )	( )	( )	( )
Educational Methods	( )	( )	( )	( )	( )	( )

c. For the following specialized areas, *please indicate whether you have received training and the circumstances in which you received this training:*

AREAS	*I have not received training in this area*	*Training done in a section or unit of a course*	*Training done in at least one entire course*
Classroom Organization and Management	( )	( )	( )
Diagnosis and Remediation of of Learning Disabilities	( )	( )	( )
Environmental Education	( )	( )	( )
Consumer Education	( )	( )	( )
Human and Organizational Relations	( )	( )	( )
Multi-Cultural Education	( )	( )	( )

10. On the following list, please identify the pre-student teaching Clinical and Practical Experiences which you have had during your teacher preparation program, including any courses or parts of courses which have made it possible for you to play some or all of the roles of a teacher. *(Exclude volunteer or summer work which did not yield credit toward a degree or certificate.)*

- *First, identify the* year *in which the experience took place.*
- *Second, please give an estimate of the total number of* weeks *during which the experience took place.*
- *Third, please estimate the average number of* hours per week *which were spent on the activity.*

	YEAR							
TYPE OF EXPERIENCE	*Fresh. yr*	*Soph. yr*	*Junior yr*	*Senior yr*	*Fifth yr*	*Other*	**ESTIMATE OF DURATION IN WEEKS**	**ESTIMATE NUMBER OF HOURS PER WEEK IN ACTIVITY**
Classroom Observation	( )	( )	( )	( )	( )	( )	______	______
Teacher Aide	( )	( )	( )	( )	( )	( )	______	______
Tutoring	( )	( )	( )	( )	( )	( )	______	______
Recreation Worker	( )	( )	( )	( )	( )	( )	______	______
Residential *(live-in)* Experience	( )	( )	( )	( )	( )	( )	______	______

11. This question requests information about your student teaching experience, defined as follows:

STUDENT TEACHING: *A period of experience in a school lasting for six weeks to a semester in which a college student assumes increasing responsibility for directing the learning of a group (or groups) of pupils. It may be taken under the direction of a single teacher, a team of two, a larger team or other differentiated staffing.*

Have you had a student teaching experience which meets this definition?

( ) YES, I have completed such an experience
( ) YES, I am currently participating in this activity
( ) NO

If you answered YES, *please complete parts* a *through* i *following.*
If you answered NO, *please skip to Question* 12.

a. In what kind of school did you do your student teaching? *Please check the one which best describes the school:*

( ) Public
( ) Private–Church-related
( ) Private–Secular
( ) Campus Laboratory School
( ) Bureau of Indian Affairs School
( ) Federal Government School
( ) Other *(please specify)* ____________________
____

b. At what grade level did you work? *Please check the alternative which best applies:*

( ) Kindergarten/Pre-School
( ) Elementary School
( ) Middle School
( ) Junior High School
( ) Senior High School

c. In what type of community was the school located? *Please check the alternative which best applies:*

( ) Urban
( ) Suburban
( ) Small Town
( ) Rural

d. Did the school receive funds under Title I of the Elementary and Secondary Education Act (ESEA) or an equivalent state compensatory program?

( ) YES   ( ) NO   ( ) I DON'T KNOW

e. The student teaching experience usually involves a Cooperating Teacher and a College Supervisor as defined below:

COOPERATING TEACHER: *A certified teacher who has day-to-day responsibility for providing supervision and guidance to the Student Teacher.*

COLLEGE SUPERVISOR: *A college faculty person who has general responsibility for the student during the period of student teaching. This responsibility may include periodic on-site visits to the student.*

The next two parts deal with your perceptions of these persons:

(1) Check the box which best represents your estimate of the number of years experience in teaching elementary and secondary students possessed by both your Cooperating Teacher and College Supervisor.

Number of Years of Elementary and Secondary Teaching Experience	Cooperating Teacher	College Supervisor
Between 0 and 2	( )	( )
Between 2 and 5	( )	( )
Over 5	( )	( )
Don't Know	( )	( )

(2) Please reflect on the views held by your cooperating teacher and your college supervisor. For the following areas, please indicate the extent to which the two of them held similar or dissimilar views. *Place a chekc in the appropriate space; if you cannot make the judgment, check "don't know".*

	RATING OF SIMILARITY BETWEEN VIEWS OF SUPERVISING TEACHER & COOPERATING TEACHER				
AREAS	*Similar*	*Somewhat Similar*	*Somewhat Dissimilar*	*Very Dissimilar*	*Don't Know*
Allocation of your time to teaching roles	( )	( )	( )	( )	( )
Evaluation of your performance	( )	( )	( )	( )	( )
Views of the education profession	( )	( )	( )	( )	( )
Philosophy of teaching	( )	( )	( )	( )	( )
Desirability of innovative teaching	( )	( )	( )	( )	( )
Teacher preparation program goals	( )	( )	( )	( )	( )

f. What was the basis for the evaluation of your student teaching experience? *Please check all of the following factors which were involved.*

FACTORS	INVOLVED IN EVALUATION
Ratings by Cooperating Teacher	( )
Ratings by College Supervisor	( )
Ratings by Building Principal	( )
Self-Evaluation	( )
Written Tests	( )
Demonstration of Teaching Skills	( )
Performance of Pupils	( )
Others *(Please specify)* ____________ ____________	( )

g. The next few questions ask you to describe the activities which were a part of your student teaching experience.

(1) Please estimate the percentage of time which you spent on the following activities during your student teaching experience. *Write your estimate of the percentages in the spaces provided; they should total to 100%.*

Tutoring ________%
Preparation of Classroom Materials ________%
Grading and Administrative Work ________%
Observation of Teaching ________%
Co-Participation in Teaching ________%
Solo Teaching *(management of large groups or an entire class)* ________%
One-to-one Work with a Teacher ________%
Others *(please specify)* ____________________ ________%
TOTAL 100%

(2) Please indicate the level at which each of the following activities were used in your student teaching experience. *Please check the box which best describes the use of each activity or technique:*

	LEVEL OF USE OF ACTIVITIES			
ACTIVITIES	*Not Used*	*Used Occasionally*	*Used Moderately*	*Used Very Much*
Video tape equipment	☐	☐	☐	☐
Tape recorders	☐	☐	☐	☐
Microteaching or other feedback oriented training	☐	☐	☐	☐
Simulation techniques	☐	☐	☐	☐
Techniques for the structured observation and/or analysis of teaching	☐	☐	☐	☐
Bloom's *Taxonomy of Educational Objectives*	☐	☐	☐	☐
Questioning strategies	☐	☐	☐	☐
Sensitivity training	☐	☐	☐	☐
Others *(please specify)* ______________ ______________________________	☐	☐	☐	☐

h. Thinking back on your student teaching as a whole, can you tell us how you presently feel about your own competence in the following areas? *Please check the space which best applies:*

	I am Confident of my Skills in this Area	I would like more Training	I'm not Sure
Managing my Classroom	☐	☐	☐
Teaching in my Specialty	☐	☐	☐
Diagnosis and Remediation of Learning Disabilities	☐	☐	☐
Maintaining Relationships with my Colleagues	☐	☐	☐
Using Resources and Specialized Personnel	☐	☐	☐

i. On the whole, how did your student teaching experience affect your career plans? *Please check the alternative which best applies:*

( ) It made me more likely to seek a career in teaching
( ) It made me less likely to seek a career in teaching
( ) It had no effect on my career plans
( ) I am uncertain of its effect

12. During your program of teacher preparation, have you received specific training in the teaching of minority children *(e.g., Blacks, Hispanic, Asian, Native American)?*

( ) YES ( ) NO

If you answered YES, *please answer parts* a, b *and* c. *If you answered* NO, *please skip to* 13.

a. Please check the spaces which describe the content of any training which you received in working with children belonging to minorities. *Please check all that apply:*

( ) History and culture
( ) Language and literature
( ) Special methodological approaches to teaching
( ) Learning needs
( ) Curriculum and materials
( ) Personal experiences
( ) None of these
( ) Others *(please describe)* ____________

____

b. Please check the spaces which describe the situation in which you received training in teaching minority children. *Please check all that apply:*

( ) A section or unit within a General Studies course
( ) An entire General Studies course
( ) A section or unit within a Professional Studies course
( ) Field experience other than student teaching
( ) Clinical experiences including student teaching
( ) None of the above
( ) Other *(please describe)* ______________________________

____

c. From your viewpoint, what changes should be made in the training of teachers to work with minority children. *Please check the space on the scale below which best represents your opinion:*

	PERCEPTION OF NEED FOR CHANGES IN TRAINING		
AREAS OF TRAINING	*More Training Needed*	*No Change Needed*	*Less Training Needed*
History and culture of the group	( )	( )	( )
Language and literature of the group	( )	( )	( )
Special methods of teaching	( )	( )	( )
Learning needs of the group	( )	( )	( )
Special curricula and materials	( )	( )	( )
Personal experiences	( )	( )	( )
Other *(please specify)* ____________	( )	( )	( )

____

13. Have you had any specific training in the teaching of children in the following special locations? *Please check all which may apply:*

( ) Rural Areas
( ) Inner City Areas

14. Have you worked in areas where a significant proportion of the families had low incomes?

( ) YES   ( ) NO

15. Have you had any specific training in working in any of the following types of classroom organization? *Please check all which may apply:*

( ) Self-contained classroom
( ) Open classroom
( ) Team teaching
( ) Differentiated staffing
( ) Alternative school
( ) Other *(please describe)* ____________________

16. Below you will find a list of goals and values for the schools which have been espoused by a variety of educators. *Please rate your attitude to each by using the following scale:*

A. *I am opposed to this statement*
B. *I don't have an opinion*
C. *I am in favor of this statement*

A	B	C	
( )	( )	( )	Curricula should be organized around the major social issues of our time; pupils should be taught ways of analyzing issues, encouraged to take stances and taught the skills of social action.
( )	( )	( )	It is essential for pupils to master the basic skills of reading and mathematics. These skills should be taught systematically and stressed, especially in the early years.
( )	( )	( )	The aim of instruction is to help pupils improve their general problem-solving skills including the ability to think more creatively and flexibly and the capacity to teach themselves.
( )	( )	( )	Curriculum and instruction should be based on developmental psychology, with an aim to the improvement of cognitive functioning.
( )	( )	( )	Each academic discipline has its own approach or mode of inquiry. The methodology of a biologist is different from the methodology of a psychologist or physicist. Schools should teach pupils how scholars operate–how they create new knowledge and carry out research and investigation. Pupils should actually "practice the discipline" as the scholars do.
( )	( )	( )	A primary aim of schooling should be the development of multicultural understanding, attitudes and perspectives. This aim should be reflected in the orientation and emphasis of the curriculum as well as the composition of the school.
( )	( )	( )	The curriculum should provide pupils with a background of factual information on important topics. This approach provides a broad overview of many fields and gives the pupils a storehouse of information which they can use in later years of deeper academic study.
( )	( )	( )	A teacher's job is to help pupils become aware of themselves as people, to understand the meaning of their feelings and actions and become aware of their values. Learning activities and teaching strategies which focus on the person as content should be emphasized.

SECTION THREE

YOUR CAREER PLANS

This section asks you to describe your future career plans in detail. This information is important in alerting planners to the kinds of jobs that people will be seeking in the next year.

1. If you do not yet have a Bachelor's degree, when do you expect to receive it? *Please identify the year when you will graduate:*

Year ☐ 1975 ☐ 1976 ☐ 1977 ☐ 1978 ☐ 1979

If you have already received your Bachelor's degree, please indicate the year in which you received it. _______

2. Please check the alternative which best describes your primary career plans following graduation or certification as a teacher.

☐ Graduate training in education –*If you checked this, please answer* 3 *below*
☐ Graduate training in another area
☐ Employment as a teacher
☐ Employment in another area
☐ Military service
☐ Military service
☐ Homemaking *(full-time)*
☐ Undecided
☐ Other *(please describe)*
____

If you checked any of these, please skip to Question 4

3. If you are planning to receive graduate training in education, whether full or part-time, please answer both parts of this question:

a. Please identify the area and level at which you will intend to receive graduate training:

AREA	MASTERS		DOCTORAL	
	Part Time	*Full Time*	*Part Time*	*Full Time*
Bilingual Education	☐	☐	☐	☐
Special Education	☐	☐	☐	☐
Vocational/Technical Ed	☐	☐	☐	☐
Indian Education	☐	☐	☐	☐
Early Childhood Ed	☐	☐	☐	☐
None of these	☐	☐	☐	☐

b. Which of the following best describes your reasons for pursuing graduate training? *Please check one:*

☐ There is currently a lack of job opportunties in my area of specialization.
☐ The job that I want requires graduate training.
☐ Other *(please specify)* ____
____

4. At this time, do you intend to seek work as a teacher when you complete your bachelor's degree (or receive your certificate)? ☐ YES ☐ NO

If you answered NO, *please describe the reasons for this decision. Please check all that apply.*

☐ I will be involved in graduate training
☐ I do not believe that I will receive any offers of employment in teaching.
☐ I do not believe that I will receive an offer of employment in an acceptable field, location, or school.
☐ I believe that the process of seeking an acceptable job will not be worth the effort required.
☐ There are better rewards in other areas of employment.
☐ I never intended to be a teacher in the first place.
☐ I have become disillusioned with the teaching profession.
☐ There would be severe conflicts between my personal values and the values likely to be held in the schools.
☐ I am not sure of my reasons.
☐ Other *(please describe)* ____

5. Please describe the type of place in which you would like to work. *Indicate both the ideal place and the place you will probably work.*

	Ideal	**Probable**
Urban	☐	☐
Small city or town	☐	☐
Suburban	☐	☐
Rural	☐	☐

6. This section contains questions about the type of school in which you might work. *For each question, identify the ideal position that you would like and the one which you would probably get.* Please respond to this question even if you are not planning to seek work as a teacher.

a. What type of school?

	Ideal School	**Probable School**
Public/Elementary	☐	☐
Public Secondary	☐	☐
Other public *(please describe)* ________ ________________________________	☐	☐
Private Elementary	☐	☐
Private Secondary	☐	☐
Other private *(please describe)* ________ ________________________________	☐	☐

b. With what type of children would you prefer to work?

	Ideal Situation	**Probable Situation**
Caucasian	☐	☐
Black	☐	☐
Hispanic	☐	☐
Asian, Oriental or Pacific Islander	☐	☐
American Indian or Alaskan Native	☐	☐
Other *(please specify)* ____________ ________________________________	☐	☐

c. In what type of classroom organization would you like to work?

	Ideal Situation	**Probable Situation**
Self-contained classroom	☐	☐
Open classroom	☐	☐
Team teaching	☐	☐
Differentiated staffing	☐	☐
Alternative school	☐	☐
Other *(please specify)* ____________ ________________________________	☐	☐

d. What size class would you like to teach?

	Ideal Situation	**Probable Situation**
Less than 10	☐	☐
10-15	☐	☐
16-20	☐	☐
21-25	☐	☐
26-30	☐	☐
Over 30	☐	☐

7. Using this list of teaching areas and specialties below, *please give your assessment of the job market* conditions *for each:*

- A. *Supply of teachers is considerably in excess of demand*
- B. *Supply of teachers is somewhat in excess of demand*
- C. *Supply and demand for teachers are about the same*
- D. *Supply of teachers is somewhat less than demand*
- E. *Supply of teachers is considerably less than demand*

I Cannot Make A Judgment	A	B	C	D	E	TEACHING AREAS AND SPECIALTIES
☐	☐	☐	☐	☐	☐	General Elementary
☐	☐	☐	☐	☐	☐	General Secondary
☐	☐	☐	☐	☐	☐	Special Education
☐	☐	☐	☐	☐	☐	Subject Matter Specialists
☐	☐	☐	☐	☐	☐	Occupational and Vocational Education
☐	☐	☐	☐	☐	☐	School Support Service
☐	☐	☐	☐	☐	☐	Bilingual Education
☐	☐	☐	☐	☐	☐	Early Childhood Education
☐	☐	☐	☐	☐	☐	Indian Education
☐	☐	☐	☐	☐	☐	Teachers trained to work in urban schools
☐	☐	☐	☐	☐	☐	Teachers trained to work in rural schools
☐	☐	☐	☐	☐	☐	Teachers trained to work in "open" classrooms
☐	☐	☐	☐	☐	☐	Teachers trained to work with specific ethnic groups

8. Have the faculty, counselors, or placement officers in your institution made a formal and systematic effort to inform you about the job market and to advise you of areas of maximum job availability?

☐ YES ☐ NO

If you answered YES, *when did this formal counseling occur? Please check all that apply:*

☐ At entry to the institution
☐ At entry to your teacher preparation program
☐ Before student teaching
☐ In your senior or final year

Please feel free to comment on the counseling that you received.

9. For the list below, please rank the three most useful sources of information in terms of advising you about the job market for teachers. *Use "1" to indicate "most useful", "2" to indicate "second most useful" and "3" to indicate "third most useful".*

SOURCES OF INFORMATION	**RANK**
General Media (radio, TV, magazines, etc.)	_____
Publications of professional organizations (e.g., AFT, NEA, etc.)	_____
Government Publications	_____
Advice from your institution's placement office	_____
Advice from faculty	_____
Advice from practicing teachers	_____
Advice from friends and associates	_____
Others *(please specify)* ______________________	_____

10. Given the availability of information and counseling, do these sources provide adequate information for you to make a career choice?

( ) YES ( ) NO